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ABSTRACT

This is a document reporting on the McKinley Education Complex 89-10, a Title I Project conducted in Hawaii in seven public elementary schools, two intermediate public schools, one public high school, and three parochial schools. The three major project components are the modified cirricula, the educational assessment and the prescriptive teaching program (kindergarten through grade 12), and the enrichment student activity program. Among the project goals are the following: to increase achievement levels and academic test scores on national standardized tests, to increase school attendance and to minimize school absences and school dropouts, and to change, in a positive direction, student attitudes and behaviors toward self, peers, school, and living environment. The results indicate moderate overall gains in reading, spelling and math. (Author/AM)

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ELEMENTARY AND SECONDARY EDUCATION ACT

Title I - McKinley Complex

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ACKNOWLEDGEMENT

This Evaluation of Project Components of the Elementary and Secondary Education Act (ESEA) Title I programs conducted by the McKinely Education Complex of the Honolulu District is being submitted in accordance with a Memorandum of Agreement between the State of Hawaii Department of Education (DOE, herein) and the University of Hawaii's Social Welfare Development and Research Center (SWDRC, herein). This evaluation report represents the first such effort between the Honolulu District - DOE, and the SWDRC.

We wish to acknowledge the cooperation and assistance rendered by the personnel of the Compensatory Education Section (DOE), John K. Uchima, Administrator; the Honolulu District Office staff, especially Rosalie Chantiny, Coordinator of the McKinley Complex in charge of the ESEA Title I programs within the Complex; and the many participating school principals and classroom personnel.

The educational program operated by the McKinley Education Complex represents a significant effort by the Department of Education to integrate and utilize a variety of funding resources to deliver meaningful and effective educational services to targeted pupils of the public school system. By combining the resources of federal and state education funds, the McKinley Complex has admirably demonstrated a promising alternative to achieve the goal of decreasing school alienation.

Although the evidence reported herein does not indicate that

the current effort was overwhelmingly successful in achieving all of the objective criteria, there is reason to believe that the exemplary operational structure and educational methodology and materials introduced will provide the model and basis for increased effectiveness within the public education system.

The results, while inconclusive, clearly define the tasks ahead:

1. The instructional techniques, materials and educational services of resource center operation such as the McKinley Complex need to be given additional time to further test and validate its effectiveness before any conclusions can be reached;
2. The results indicate that further research on a wider and more scientific basis is merited for the measurement of academic achievements of the pupils; and
3. The classroom teachers must be provided additional opportunities and technical assistance to learn and to implement techniques for individualizing instruction and classroom management.

We have attempted to be as objective as possible in conducting this evaluation. The primary focus of the evaluation was to identify program areas which required strengthening or revision; to highlight those aspects of the program which need little or no attention for improvement; and to be as helpful as possible in furthering the attainment of the goals and objectives of the program.

This evaluation report was prepared under the direction and

supervision of Robert T. Omura, SWDRC Assistant Director. Carol Morishige, Evaluation Specialist and Janet Harada, Program Specialist, assisted by Clifford R. O'Donnell, Ph.D., Researcher, prepared the first draft. Melinda Lindsey, Patricia Weber, Carole Iwamoto and Neil Mizuba, University students, also assisted in data collection.

We recognize that results of any evaluation (even a voluntary one) do not always meet with the congruent perceptions on the part of the evaluated. We further realize that some of the remedial recommendations may be beyond the capabilities of schools to implement. Because of these contingencies, the SWDRC will continue to be available to the McKinley Education Complex and the Honolulu District Office for provision of whatever technical assistance within its capability, to adopt and implement any of the proposals and recommendations contained in this report.

Jack T. Nagoshi, Director
Social Welfare Development
and Research Center

P.L. 89-10 ESEA-Title I
DECREASING SCHOOL ALIENATION

MCKINLEY COMPLEX - 1971-72 EVALUATION

I. GENERAL DESCRIPTION

A. SCHOOLS

The McKinley Complex P.L. 89-10 Project (ESEA Title I), in 1971-1972, included seven public elementary schools (Ala Wai, Kaahumanu, Kaiulani, Kauluwela, Lanakila, Likelike, and Royal); two intermediate public schools (Central and Washington); one public high school (McKinley); and three parochial schools (St. Elizabeth, St. Teresa, and Maryknoll).

B. PURPOSE OF ESEA TITLE I

ESEA Title I is one component of the Compensatory Education Section of the Department of Education. This particular act, ESEA Title I (P.L. 89-10),* provides federal financial assistance to local public educational agencies for programs developed to meet the needs of educationally deprived children in school attendance areas having a high concentration of children from low income families.

Amendments** to the original legislations secured services to

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* Elementary and Secondary Education Act of 1965 (P.L. 89-10), providing comprehensive services to educationally deprived youngsters in the schools of the nation.

** November 1965 - 89-13 - Handicap persons in institutions
November 1966 - 89-750 - State institutions for delinquents
January 1968 - 90-247 - In-service training must be provided, etc.
1969-90-230 - Extention of Title I and funding appropriations

the handicapped in institutions, delinquents in institutions and required in-service training to all teachers in the program.

C. THE PROBLEM

The general program can be simply stated. There exists substantial numbers of students who do not make normal academic progress. There are students, whose background of experiences, readiness for the traditional demands of school and motivation for learning differ markedly from those of successful students. These underachieving students exhibit a greater degree of personal and social problems that deter school success: poor health, inadequate language competence, lack of social experiences, disinterest and discontinuity with the culture and values represented by the school.*

The approach to the problem has been to provide money to supplement existing school programs with additional trained staff and to provide special classes and activities to work specifically with the identified students.

D. GOALS OF THE PROJECT

The project goals which will be evaluated as objectives later in this report included the following:

1. to increase achievement levels and academic test scores on national standardized tests;
2. to increase school attendance and to minimize the number of cases in school truancy, class-cutting, school absences and

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* Compendium of Compensatory Activities, School Year 1971-1972, December 1971, D.O.E., State of Hawaii. Published by Office of Library Services, p. 1.

school dropouts;

3. to change in a positive direction student attitudes and behaviors toward peers, himself, school and living environment.

L. STUDENT POPULATION AND BUDGET

Funds are allocated to school districts with the use of a "formula" devised by the Federal Government. This method is used to decide which districts and schools qualify for funding and the amount of allocation. Basically, a high concentration of low income families determine the selection of the school.

The three factors used to determine the student population served by the ESEA Title I program were:

1. The school had a high correlation between low school attendance records and residence in a high poverty area. This was determined by the State Department of Social Services and Housing, the 1968 State Department of Health census data and school attendance records.
2. The students selected for all services were to be in the lowest quartile (usually below 15th percentile) in reading on national standard tests and to be failing or to have the potential of failing in two or more subjects, to be grade repeaters, dropout returnees, and/or to have high school absenteeism, class cutting or school truancy records.

   Those qualifying for supportive activities must only have shown antisocial behavior, poor self image, lack of motivation in tasks and/or attempts to leave school.
3. Students were within a quota set for each school. Based on the

total program budget and quota, the cost per year for each student was $300.

F. THREE MAJOR PROGRAMS OF THE PROJECT

The three major project components consisted of the Modified Curricula, the Educational Assessemnt and Prescriptive Teaching Program (K-12), and the Enrichment Student Activity Program. These will be labelled MC, A & P and S.A.P. respectively throughout the report.

1. The modified curricula (MC) component of the McKinley Complex ESEA Title I program serviced qualifying students with absenteeism and academic problems in the two intermediate schools and the one high school. The general emphasis included special motivation, flexible curricula classes, counseling/guidance and work study. However each school differed in its approach and curricula program. Each of these schools had a special classroom, all or part of staff funded by ESEA Title I to each a complete day's program, materials and operational expenses.

2. The educational assessment and prescription services (A & P) were offered to the participating schools by the special service Team. The A & P component of the total ESEA Title I program for McKinley Complex performed four special types of services:

a. Assessment and prescriptions for individual referrals, small groups and classroom surveys. The diagnostic prescriptive teacher of the team and other team members (if indicated) administered assessment instruments in language, reading, and math. From the pre-test results individualized academic programs and

materials were recommended for the student under the supervision of his classroom teacher. The materials were provided from the Resource Center made possible by ESEA Title I funds.

Since the materials and the individualized approach were often new to the teachers, the diagnostic prescriptive teacher on the team also provided consultation, training and assistance in implementing the recommended programs. The small group survey extended assessment and perscriptive services to small groups averaging eight students within a class. In the class survey the entire class was evaluated and then divided into three to five small group programs per subject.

b. The Early Identification Program involved three special population groups. The populations and respective programs were labelled 1) High Risk, 2) K-Screening, 3) Joint Learning Disability Clinic.

c. As part of the ESEA Title I requirements and in order to facilitate assistance for special learning problems and corrective techniques, in-service training sessions were offered to teachers during the school year.

d. All ESEA Title I staff worked to provide opportunities for parental participation and consultation. The A & P component team staff was to help and to support the expansion of parental involvement in the education and behavior change of students served by ESEA Title I programs.

Counseling and guidance services were part of both the modified curricula (MC) and the assessment and prescription (A & P) components. The ESEA Title I teachers and counselors worked with

the Educational Assessment Team, regular classroom teachers, other school counselors, school administrators, public and mental health workers, social workers, community agencies and vocational counseling/education personnel to assist the students and families.

Individualized instructional materials used in the program were centralized at the Resource Center which was administered by the ESEA Title I Complex coordinator and which was located at the Royal Elementary School in the geographic center of metropolitan Honolulu.

3. The enrichment student activity program (S.A.P.) component of the McKinley Complex ESEA Title I program consisted of varied activities including field trips, camping, outdoor activities, student group activities, life skills and special interest activities. The services were available both to students receiving full ESEA Title I assistance and to students requiring supplemental support. The activities were developed and sponsored by teachers at the individual schools. Approval was given by the principal of the school and by the ESEA Title I McKinley Complex coordinator. Teachers often worked in cooperation with counselors, University of Hawaii students, YMCA and/or City and County of Honolulu Department of Parks and Recreation staff and facilities. The ESEA Title I funds financed materials, equipment, transportation, staff time and any other expenses required for a given S.A.P. approved proposal. The objective of the projects was to increase students' positive attitudes and behavior through exposure to varied outside classroom experiences with teachers and peers.

The after school student activities ranged from academic

support classes in creative writing to sports and arts and crafts. The outdoor camping was done either on an individual teacher and school basis or as a multi-school trip. The multi-school camping trip was done twice during the school year. It involved 20 students from each of eight public elementary schools and 25 student counselors from the special motivation class (MC program) at McKinley High School. Coordination was done by two principals, McKinley High School modified curricula staff, McKinley Complex coordinator and one teacher or counselor from each elementary school. Activities included swimming, archery, ball games, music and art.

G. TITLE I PROJECT STAFF

There were one complex Title I coordinator, three diagnostic prescriptive teachers (DPT), eight educational assistants (EA) of which six were half-time, six teachers, six counselors, thirty-one after school activity sponsors, and thirty-one camping sponsors participating in the 1971-72 program under ESEA Title I funds.

The Special Service Team which serviced the assessment and prescription component of the program and which was located at Royal Elementary School consisted of both ESEA Title I staff and non-Title I staff. The Team members included the McKinley Complex Title I coordinator, three Title I DPT's, three non-Title I DPT's, one half-time psychological examiner, one social worker and two speech/hearing specialists.

The McKinley Complex Coordinator for the ESEA Title I program had six functions according to the Title I 89-10 Honolulu District Compensatory Education Project report for Fiscal Year 1972 (p.22).

1. Kept the Honolulu District Superintendent, his staff and the Administrator of Compensatory Education informed of activities and progress.
2. Served to help develop state and district programs and to interpret programs and policies and plans.
3. Served as a liaison to the community to communicate and interpret compensatory education programs.
4. Assisted personnel in producing ESEA Title I project proposals.
5. Reviewed and approved the acquisition of supplies and materials.
6. Evaluated and made recommendations of projects in annual report.

The diagnostic prescriptive teachers (DPT's) performed a number of key functions including:

1. Prepared diagnostic assessments and remedial prescriptions particularly in the language arts skills.
2. Recommended either small group or individual remedial programs based on the students pre-test achievement levels and provided the corresponding instructional materials emphasizing individualized work, audiovisual equipment and varied formats and interest topics.
3. Provided consultation in implementing the recommended programs and materials.
4. Administered follow-up or post-tests.
5. Worked with other D.O.E. specialists in rendering assistance to students who needed psychological, health, social, family and speech/hearing services.

The educational assistants (EA's) were assigned to schools participating in the program. Others were assigned to the

Educational Assessment Team and special motivation classes within two schools.

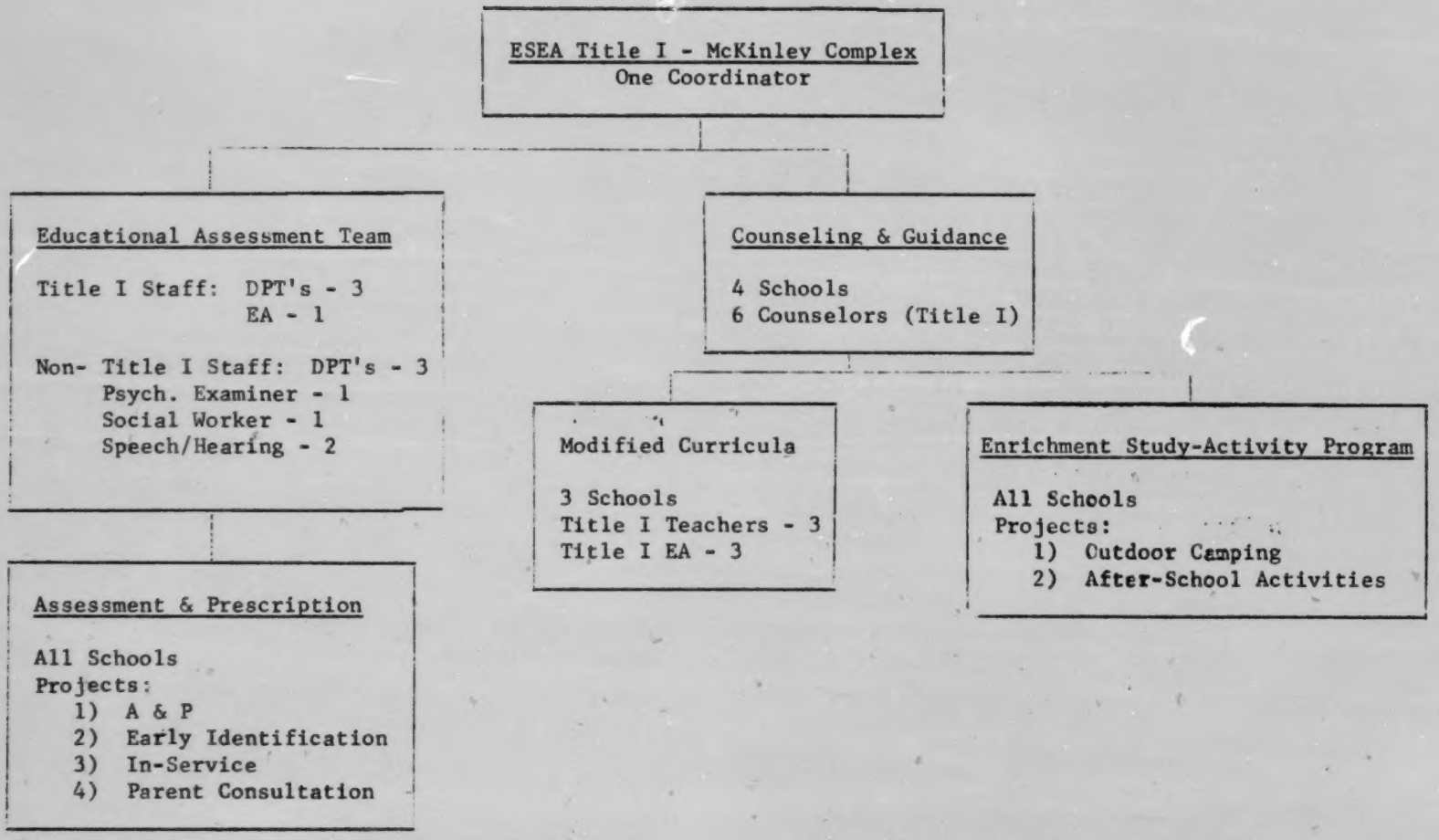
ESEA Title I teachers worked in special motivation classes in the higher grades beyond elementary school. Counselors worked with in a school to service ESEA Title I students and potential Title I students who needed supplementary help.

The activity and camp leaders were school administrators, counselors or teachers working in coordination with the Complex coordinator. They organized and implemented and supervised the planned activities.

All ESEA Title I staff worked to integrate services to a limited degree with other outside agencies. The following activities and their presentations were mentioned in questionnaires as being familiar with work of ESEA Title I programs in McKinley Complex: non-Title I Teachers, administrators, counselors, YMCA Hawaii Youth Correctional Facility, Alternatives for Youth, Educational Guidance Opportunities, Division of Vocational Rehabilitation, Office of Economic Opportunity, parents, public health officers, social workers, mental health team, etc.

Table of Organization for Program Components

Decreasing School Alienation
McKinley Complex



II. OBJECTIVES OF THE PROJECT

The objectives stated below have been extracted from the Honolulu District Compensatory Education Project report for fiscal year 1970. The objectives are similar to those stated in previous evaluation reports for the McKinley Complex in 1968-69 and 1970-71 school years:*

A. MODIFIED CURRICULA (SECONDARY SCHOOLS)

1. School attendance will increase.

   75% of the students will have 20 or less unexcused absences

   90% of the students will decrease unexcused absences by 50%

2. High School seniors in the program will graduate

   67% or 2/3 of seniors in modified curricula program graduate

3. Intermediate school students in the program will increase standard test scores or raw scores (if test scores do not provide standard scores) on tests determined by teachers of the special motivation classes.

B. EDUCATIONAL ASSESSMENT AND PRESCRIPTION (ALL SCHOOLS)

1. Students given assessment and prescription assistance will improve academic skills.

   75% of the students will increase in standard test scores on the Wide Range Achievement Test and on the Peabody Picture Vocabulary Test equivalent to or greater than the number of months between pre and post tests.

2. Teachers given assessment and prescription consultation

* PL 89-10 Decreasing School Alienation McKinley Complex 1969-70 Evaluation Report Year-end Summary Report, ESEA, Title I Projects, Honolulu District, 1968-69.

for class will increase in ability to administer and interpret the recommended programs and materials.

C. ENRICHMENT STUDENT ACTIVITY PROGRAM

1. The student will indicate a significant positive change of his attitude toward school.
2. The majority of the students participating in the program will indicate positive attitudes toward themselves and peers.

III. METHOD

The various project components of the McKinley Complex Decreasing School Alienation program were evaluated in the following manner:

Pre and post test scores on the WRAT and PPVT, attendance records and corresponding tests of significant "t" and correlation "r" were used to determine the extent by which the objectives were achieved.

A summary of test components, objectives, dependent variables and assessment instruments are specified on the Summary of Evaluation Activities exhibited on the next page.

To supplement data and to determine the achievement of some objectives, anecdotal reports, questionnaires, interviews, activity and classroom observations and program records were examined and utilized.

The following is a summary compilation of the activities conducted in the gathering of the supplemental data:

Questionnaires - 200 questionnaires were sent to various school personnel connected to the project components. 65% of those contacted, responded.

Interviews - Individual (one or two persons) interviews were conducted with 60 school personnel connected with the project components.

Group (five or more persons) interviews were conducted with 5 groups of school personnel connected with the project components.

The personnel class distribution of those interviewed were as follows:

54 classroom teachers
16 school counselors
12 school principals
10 DPTs and other specialists

Observations - Direct observations by SWDRC observers using appropriate criteria checklists were conducted on the following categories of project components:

21 class surveys
8 special motivation classes
7 after-school activities
1 camping activity

SUMMARY OF EVALUATION ACTIVITIES

Program Component	Objective (Abbreviated)	Dependent Variable	Assessment Instrument
Modified Curricula	Attendance	Class & school unexcused absenteeism records	"t" test & correlation "r"
	Graduation	Class credit & diploma record	Computation of percentage
	Test scores	Academic test scores	Standardized tests or special class tests given by teachers
			Observations of classes
Assessment & Prescription	Academic skills	Test scores	WRAT - reading WRAT - spelling WRAT - arithmetic
			PPVT
			"t" test correlation "r"
	Program Implementation	Test scores	"t" test & "r" on WRAT & PPVT
			Observations of classrooms, interviews, questionnaires
Student Activity Program	Attitudes	Behavior changes	Incidence reports, questionnaires, interviews, observations of activities

IV. MODIFIED CURRICULA

A. DESCRIPTION OF SUB-COMPONENTS

1. McKinley High School

The McKinley High School developed a program of work study, special motivation flexible curriculum classes and counseling/guidance services. An interdisciplinary approach was applied to achieve the objectives in this, the fifth year of the program. Eighty-seven students attended a school-within-a-school conducted in the morning to learn mathematics, English, social sciences and science. The students returned to regular classes, worked on vocational skills or received special assistance in the afternoons. Music, classes to make-up credits, field trips and extra individualized counseling and tutoring were utilized to motivate students in academic learning and as rewards for good attendance.

The Work Study Program was under the direction of one counselor and the coordinator of the MC program at McKinl y High School. Six students participated. Hourly wages were paid through special funds established for this purpose.

McKinley High School counselors served approximately 280 students qualifying or potentially qualifying for the special motivation classes. A combined DOE and Title I staff, including a coordinator, several teachers and educational assistants, were assigned to work with 87 students in the special motivation classes.

2. The Intermediate Schools

Washington Intermediate and Central Intermediate Schools operated special motivation and flexible curriculum classes and

provided counseling/guidance services. The two schools, however, utilized differing formats in servicing referred students.

Washington Intermediate School provided its participating students with special motivation classes, 1) individualized assistance in remedial activities to help them complete regular class assignments in subjects where deficiencies were evident; 2) group discussions to solve personal problems and clarify issues; and 3) arts and crafts activities to produce visible and attractive creative decorations or articles for personal use.

Individualized curriculum programs and time schedules were arranged to accommodate each student. The students' hours in the special motivation class depended upon the number of courses requiring extra assistance and the extent of extra work required to be able to complete the regular class work. The ESEA Title I staff collaborated their efforts with classroom teachers of these students.

One teacher, one educational assistant and one counselor were provided through ESEA Title I funds. The counselor also worked with students in regular classes who were potentially qualified for special assistance.

Central Intermed ate School's MC Component included a reading clinic directed by one ESEA Title I teacher and her Educational Assistant. The reading clinic classes were also part of a joint program effort with other non-Title I teachers, generally special education teachers, in a school project known as the Activity Oriented Team Approach (AOTA). The Title I teacher served as chairman. The non-Title I teachers of team received Title I

funds for supplies, field trips and incentive rewards for the program students. The MOTA project combined Title I components - MC, [illegible] and ESAP, to maximize its services to the students.

The reading clinic was established for individualized instruction and self-directed study. The students worked from individually prescribed weekly assignments maintained in personal folders. The instructional materials included audiovisual devices and programmed self-instruction booklets. Behavior management techniques were introduced during the spring semester to manage classroom, motivate learning behaviors and support individualized programs.

B. METHOD

1. McKinley High School

The attendance records of Fall 1971 and Spring 1972 semesters were obtained for the 87 students in the special motivation class. The test of significance and the Pearsonian correlation "r" were used to evaluate data. Percentage computations were made to determine objective achievement.

The number of graduating seniors was obtained and the percentage compared to that percentage stated in objective.

2. The Intermediate Schools

The attendance records for the Fall semester 1970 and the Fall semester 1971 were obtained for MC students at both intermediate schools. The "t" test of significance and the Pearsonian correlation"r" were used to evaluate data. Percentages were computed to determine objective achievement.

No test scores for the special motivation classes were obtained so a study of test score change and positive progress could not be completed.

C. RESULTS

The attendance data results are shown on Tables 2, 3, 4.

1. McKinley High School

The data analysis indicates that the objective A-2 (refer to II. Objectives of the Project) was achieved with a rate of 92% graduating; objective A-1 (20 or less unexcused absences) was only achieved within a semester and not throughout the entire school year; and objective A-1 (decrease unexcused absences by 50%) was not met when comparing Fall 1971 and Spring 1972 attendance records.

The mean number of absences in the Fall 1971 semester was 7 and the mean in the Spring 1972 semester was 11.5 absences. The .001 probability indicates these results were not due to chance. The low correlation "r" of .28 indicates that the group of students having low attendance in Fall 1971 were not the same group with low attendance in Spring 1972, that is, students having low attendance in the Fall semester increased attendance in the spring semester. The same students did not maintain a high or low attendance record for both semesters. Of the 81 students compared both semesters five (6%) had zero absences both semesters; nine (11%) decreased absences by 50%; and 12% of the students had from zero to five absences for the total year.

The school's unexcused absenteeism record could not be

obtained for Fall 1970 semester or Spring 1971 semester. According to school administrators, the attendance records have in the past been destroyed at the end of each year. Beginning in the Fall 1972 semester a computerized system of attendance will allow access to such records annually. The new attendance check system was initiated during the current year by the Vice-Principal of McKinley High School.

The new computerized attendance record system indicates which days, class periods and class subject are missed daily by each student. This allows credit for regular attendance to some classes and indicates which classes are avoided consistently by the students.

The data indicates that 92% of the participating seniors graduated from high school. This is 25% above the objective criterion. This is also an important achievement when considering past attendance records and the academic failures of the 45 graduates participating in the program.

2. Intermediate Schools

The data analysed indicate that the objective "to increase test scores or improve academic achievement" could not fully be evaluated; the objective "75% of the students to achieve 20 or fewer unexcused absences" was achieved by the Central Intermediate special motivation classes but not by the Washington Intermediate classes; and the objective "90% of students to reduce unexcused absences by 50%" was not met by both schools.

The data analysis using the paired comparison "t" test resulted in probabilities above the criteria of .01 or .05. The high probability means that attendance results may be due to chance.

Three is apparently no difference in attendance between the Fall 1970 semester and the Fall 1971 semester. This conclusion applies to both intermediate schools.

Central Intermediate School's special motivation classes were the only ones of the three MC schools to achieve objective A-1 "20 or less unexcused absence record for at least 75% of the students".

All three schools - Central, Washington and McKinley - failed to meet objective A-1 "50% decrease of absences for 75% of the students".

Attendance records for the previous school year, Fall semester 1970, were obtained for both intermediate school classes. However, the population size for the comparison was considerably reduced due to the attrition of students in the program for 1971-72 and whose records for Fall 1970 could not be traced.

The academic achievement objective was an additional objective at Central Intermediate School. The data from pre and post tests for the special motivation class at Central are as follows:

Table 1

Central Intermediate School
Title I Special Motivation Class
Pre-Post Test Results

			Reading			
N	Pre	Post	Gain	Correl.	"t"	Prob.
25	4.2	5.4	+1.2	.92	6.31	.01
			Spelling			
N	Pre	Post	Gain	Correl.	"t"	Prob.
25	3.8	4.3	+0.5	.89	4.21	.01

The average of 1.2 grade level gain in the reading skills for the 25 students was significant at the .01 level. The spelling gain was in a positive direction also with a .5 grade level gain for the seven month period. The correlations for both test results were high, indicating group member consistency between the pre and post testing. Students who scored high on the pre-test also scored high on the post-test. Low scoring students gained proportionately as much as the high scoring students.

Tables 2-5

(2) Mean Number of Absences

School	N	Mean # Absences Fall 71	Mean # Absences Spring 72	Mean # Absences Fall 70	Mean # Absences Fall 71	Prob.	Correl.
McKinley	81	7	11.5			.001	.28
Central	13			2	4	.17	.25
Washington	11			24	35	.13	.60

(3) 20 or Less Absences

School	N	Fall 71	Spring 72	Total Year
McKinley	87	95% of students		
	89		89%	
	81			56%
Central	28			96%
Washington	13			46%

(4) 50% Decrease in Absences

School	N	50% Decrease in Absences	Zero Absences
McKinley	81	10% of students	5 students
Central	14	50% of students	3 students
Washington	13	7% of students	0 students

	(5) Number of Graduating Seniors		
McKinley	49 seniors	45 graduated	92%

3. Staff Responses to Interviews and Questionnaires

a. Interpretation of Project Objectives

School counselors and participating teachers in the respective Modified Curriculum component projects varied in their responses to the interpretation of the project objectives. The teachers generally viewed their role as 1) increasing students' school attendance, 2) increasing the students' awareness of himself and his community, and 3) increasing the students' communication skills. The counselors interpreted their objectives to mean that they were 1) to help keep students in school by providing alternatives to the regular curriculum, 2) to offer a flexible curriculum, utilizing community resources and other school programs, and 3) developing diverse learning situations.

The counselors further viewed their role as one who served as a school resource who was cognizant of available alternative programs and services for referred students.

b. Responses Related to the Assessment of the Projects

There was general agreement in the success and effectiveness of the projects. Although they felt that many of the objectives were met, the achievement was neither superior nor poor.

Due to their assessment that the projects were successful and effective, both the teachers and the counselors felt that the projects should be expanded. They recommended that the projects include more staff, facilities, and materials to serve more students

who are identified as needing supplemental help. They further recommended that more business and music/art courses be offered as alternative options to referred students in an expanded program.

The counselors noted that the Title I projects provided special alternatives and services to students in need who might not have otherwise been serviced. They noted particular growth in positive attitudes toward school, improved attendance, social behavior, academic skills and other areas of personal development.

Teachers reported that available space limited their efforts to effectively conduct their instructional programs. In addition to specifying the need to increase funds for materials, the counselors further indicated a need to clarify purchasing guidelines for more efficient operation of the various activities.

V. ASSESSMENT AND PRESCRIPTION

A. INTRODUCTION

The Educational Assessment and Prescriptive Teaching component project of the McKinley Complex ESEA Title I program was the basis of all activities in the program. The services of this component project included the assistance of a Special Service Team providing individual, small group and class services - consisting of pre and post testing, prescribing individualized programs and materials to referred high school, intermediate and elementary school students within the McKinley Complex.

Services from the Special Service Team service also included the implementation of the Early Identification program. This program involved early identification of kindergarten youngsters exhibiting problems with language/reading/math skills. The objective of this service was to tackle the problem before it increased the chance of pupil failure in the upper levels of the schools.

In-service training for teachers was also managed by this component, and was primarily geared to extend training services to teachers in new instructional techniques and classroom management procedures. Counseling and guidance services were included in both of the Modified Curriculum and Assessment and Prescription components.

The headquarters for all of this activity was based at the Royal Elementary School. Beginning next year (1972-73) the Special Service Team will be located at Kauluwela Elementary School and the DPT's based at the school level. All budget, materials, testing,

data collection and records were controlled and organized by this component project.

B. SPECIAL SERVICES TEAM AND COUNSELOR SERVICE

1. Special Services Team

The Special Services Team consisted of both Title I and DOE non-Title I staff. Individual, small group and class assessment and prescription services were the major tasks performed by the Team.

This Team was formed in 1970 for the 1970-71 school year. It was continued for the 1971-72 school year. The staff consisted of:

Title I	Non-Title I
Coordinator	3 Diagnostic-Prescriptive Teachers
3 Diagnostic-Prescriptive Teachers	1 Part-time Psychological Examiner
1 Educational Assistant	1 Social Worker
	2 Speech/Hearing Specialists

In 1968, the original team consisted of a two-member Title I staff called the Education Assessment and Prescription Team." They were specialists in langauge arts skills. During the 1969-70 school year the team was expanded to include both Title I and non-Title I staff and identified as the "Reading Task Force."

The Team a) diagnosed problem areas in language arts, b) prescribed instructional programs, c) helped with the implementation and training in the use of the institutional programs, and d) completed follow-up testing and assistance.

2. Counselors

Counselors within each school served as important links between the school and the team. Most of the organizational work for Title I activities was done by the counselors.

They a) received and processed student referrals from teachers, b) screened students for different classes or programs, c) conferred with the Special Services Team, d) communicated with other counselors, teachers, and the coordinator, e) carried out some of the assessment procedures and f) developed after school activities.

C. EDUCATIONAL ASSESSMENT AND PRESCRIPTION - K-12th GRADE

Approximately 1,300 students were pre and post tested with the WRAT (Wide-Range Achievement Test) and PPVT (Peabody Picture Vocabulary Test) tests. These students were referred by regular school counselors and teachers to the Special Services Team for diagnostic and instructional prescriptive services. The referral criteria included identified academic and behavioral problems. There were 3 types of assessment units:

1. Individual - Only one child in the class needed assistance.
2. Small group - 5-8 students needed assistance.
3. Class - an entire special class required assistance.

D. IN-SERVICE TRAINING

Four major training sessions and 2 mini-workshops were held during the past academic year to upgrade and introduce new skills to the various personnel: 1) Training on SRA Language and Reading DISTAR: 2) Training in the area of DISTAR Language/Reading/ Arithmetic materials; 3) Training in How to Set Up Resource Centers

(math-emphasis); 4) Techniques of Individualized Classroom Management; 5) Alphabet Phonic: and 6) ADD workshop.

TRAINING	DATES		NO. OF PARTICIPANTS
SRA or DISTAR	Nov. 27	8-11:30	5
	Dec. 4	8-11:30	5
DISTAR	Oct. 19	3-4:00	12
	Oct. 26	3-4:00	
	Nov. 2	3-4:00	
Math Resource Center	Jan. 6	3-4:00	21
Classroom Management	Feb.-April	3-5:00	16
Alphabet Phonics	Nov.	2-3:00	3
ADD	Nov.	2-3:00	Children referred

E. EARLY IDENTIFICATION

This program was implemented to begin early detection of youngsters with academic problems. It was intended that the data collected would contribute towards implementation of intervention efforts to solve the problem of the "negative circle."

There were three units to Early Identification:

a. Kindergarten Screening

b. High Risk Group, K-2

c. Joint Learning Disability Clinic/Team project

In May 1971, the WRAT Battery I or II was administered to screen kindergarten children and establish remedial recommendations for these children at the beginning of their first grade year, September 1971. Profiles on each child were prepared and curriculum recommendations were made to the children's first grade teachers.

The "high risk" group was pinpointed after initial screening procedures were completed. The following steps were then taken:

1) direct referrals to the Learning Disability Clinic, 2) psychological evaluations by the Team examiners, 3) medical evaluations through the Children's Health Services, and 4) special training for teachers of these children.

Subsequent to screening, youngsters with possible learning disabilities were identified. The Joint Learning Disability Clinic/Team Project identified the training and support services required by teachers in their classrooms.

F. METHOD

Academic performance was evaluated by using the Wide-Range Achievement Test and Peabody Picture and Vocabulary Test. The pre-post test differences, correlations and t values were computed for each group (groups included: class survey, individual referrals and small group assessments, K-screening and modified curricula, and grade level).

A separate analysis was made to compare overall average gains for each grade level in each subject area (reading, math, spelling and PPVT) and also for all groups combined in each subject area. A comparison was also made between completed prescriptions and partial prescriptions ("C" and "P") that included all grade levels and groups.

The results are shown on Tables 6 - 18.

Explanation of Terms Used on Tables:

1.	R, S, M	R-Reading, S-Spelling, M-Math Note: All these represent the WRAT test.
2.	Mean Pre-Score 40.0 (6.5)	40.0 is the raw score means. (6.5) grade level means
3.	NS	Not significant. The difference between the pre and post test is due to chance.
4.	Correlation	Correlations between pre and post scores. High correlation (above .80) means the class tended to gain "as a group". Low correlation would indicate a greater variance in rank order of the students between pre and post testing (the class does not gain as a group).
5.	Age	Mean age of the student, in months, on the pre-test
6.	P-P	Mean length of time between pre and post testing in months. The longer the time between pre and post testing the greater the differences to be expected.
7.	PPVT scores 92.7	92.7 - Mean mental age
8.	Probability	Probability of differences between pre and post means occurring by chance.
9.	t Test	Paired comparison student t test used to evaluate probability of differences between pre and post means occurring by chance.
10.	C, P	C - Teacher completed DPT prescription P - Teacher partially completed DPT prescription
11.	N	Number of student tested
12.	MA	Mental age in months

TABLE 6 - COMPARISON OF GROUPS

CLASS SURVEY TEST RESULTS[1]

READING

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
15	K	P	5.1	0.3	0.6	+0.3	.35	2.99	.01
80	K	C	5.1	0.7	0.9	+0.2	.75	6.51	.01
27	2	C	5.0	3.3	4.6	+1.3	.89	8.80	.01
66	4	C	5.0	3.2	3.9	+0.7	.95	7.04	.01
55	5	C	5.7	3.6	4.3	+0.7	.94	6.68	.01
36	6	C	5.7	3.7	3.6	----	.91	0.31	NS
57	7	C	5.7	5.9	6.7	0.8	.89	6.19	.01
61	8	C	5.7	6.7	7.5	+0.8	.83	5.17	.01
39	9	C	5.6	7.2	8.2	+1.0	.84	5.08	.01
129	10	C	5.6	7.3	7.8	+0.5	.86	5.01	.01

SPELLING

15	K	P	5.1	0.6	0.9	+0.3	.47	3.19	.01
80	K	C	5.1	0.7	0.9	+0.2	.50	5.14	.01
27	2	C	5.0	2.7	3.5	+0.8	.85	7.34	.01
66	4	C	5.0	3.0	3.7	+0.7	.88	9.12	.01
55	5	C	5.7	3.6	3.9	+0.3	.93	6.70	.01
36	6	C	5.7	3.1	3.5	+0.4	.79	2.53	.01
57	7	C	5.7	5.3	5.6	+0.3	.91	2.91	.01
61	8	C	5.7	5.9	6.3	+0.4	.89	4.32	.01
39	9	C	5.7	6.5	7.0	+0.5	.94	5.15	.01
129	10	C	5.7	6.8	7.5	+0.7	.93	10.32	.01

MA

15	K	P	5.1	49.1	54.1	+0.5	.68	2.52	.05
80	K	C	5.1	55.1	63.1	+7.9	.80	5.74	.01
27	2	C	5.0	88.7	99.9	+11.2	.68	4.15	.01

MATH

80	K	C	5.1	0.7	1.0	+0.3	.73	9.35	.01
15	K	P	5.1	0.5	0.7	+0.2	.72	2.27	.05
27	2	C	5.0	2.6	2.8	+0.2	.51	2.80	.01

[1] All test results are in grade levels except MA which is in months.

TABLE 7

SMALL GROUP ASSESSMENT TEST RESULTS[1]

READING

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
9	K	C	5.9	0.9	1.0	----	.61	1.16	NS
28	1	C	5.9	1.5	2.2	+0.7	.87	7.61	.01
9	1	P	5.9	0.3	0.7	+0.4	.48	2.52	.05
21	2	C	5.9	1.5	2.0	+0.5	.83	3.81	.01
16	2/3	P	5.9	1.5	2.0	+0.5	.96	8.79	.01
53	3	C	5.9	2.0	2.6	+0.6	.80	8.60	.01
61	4	C	5.9	3.7	4.4	+0.7	.93	6.87	.01
17	4	P	5.9	2.2	2.8	+0.6	.74	3.64	.01
17	5	C	5.9	2.9	3.9	+1.0	.77	6.80	.01
17	6	C	5.9	2.5	3.0	+0.5	.85	4.33	.01

SPELLING

9	K	C	5.9	0.9	1.2	+0.3	.71	3.01	.01
28	1	C	5.9	1.2	1.9	+0.7	.77	8.25	.01
9	1	P	5.9	0.5	0.7	+0.2	.78	2.39	.05
21	2	C	5.9	1.4	1.8	+0.4	.69	4.53	.01
16	2/3	P	5.9	1.4	1.9	+0.5	.81	7.75	.01
53	3	C	5.9	1.8	2.3	+0.5	.81	8.36	.01
61	4	C	5.9	3.5	4.1	+0.6	.93	7.75	.01
17	4	P	5.9	2.1	2.7	+0.6	.85	6.85	.01
17	5	C	5.9	2.7	3.5	+0.8	.60	4.83	.01
17	6	C	5.9	2.5	2.9	+0.4	.85	3.76	.01

MA

9	K	C	5.9	52.4	63.9	+11.5	.86	2.74	.05
27	1	C	5.9	74.1	83.0	+8.9	.84	5.19	.01
9	1	P	5.9	57.3	64.8	+7.5	.78	2.15	.05
17	2	C	5.9	75.4	82.2	+6.8	.69	1.98	.05
15	2/3	P	5.9	49.4	59.2	+9.8	.68	2.10	.05
40	3	C	5.9	79.3	89.1	+9.8	.80	4.83	.01

MATH

8	K	C	5.9	0.8	1.2	+0.4	.64	2.65	.05
28	1	C	5.9	1.5	2.1	+0.6	.60	5.77	.01
9	1	P	5.9	0.6	0.6	----	.47	0.20	NS
13	2	C	5.9	1.8	2.2	+0.4	.70	3.22	.01
16	2/3	P	5.9	2.0	2.5	+0.5	.74	3.14	.01
32	3	C	5.9	2.2	2.6	+0.4	.66	4.08	.01

[1] All test results are in grade levels except MA which is in months.

TABLE 8

INDIVIDUAL REFERRALS TEST RESULTS[1]

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
READING									
12	K	C	5.6	1.1	1.4	+0.3	.97	1.78	.06
10	1	C	5.6	0.8	1.2	+0.4	.65	2.99	.01
23	2	C	6.3	1.3	1.8	+0.5	.67	6.53	.01
12	4	C	6.3	4.2	4.8	+0.6	.98	3.03	.01
SPELLING									
12	K	C	5.6	0.7	1.1	+0.4	.93	3.87	.01
10	1	C	5.6	0.6	1.2	+0.6	.21	5.88	.01
23	2	C	6.3	1.3	1.7	+0.4	.76	5.53	.01
12	4	C	6.3	4.0	4.6	+0.6	.99	3.85	.01
MA									
11	K	C	5.6	56.3	66.8	+10.5	.97	3.22	.01
10	1	C	5.6	61.9	72.5	----	.74	1.50	NS
21	2	C	6.3	66.8	74.1	+7.3	.88	3.94	.01
MATH									
11	K	C	5.6	0.6	0.8	----	.48	1.12	NS
9	1	C	5.6	0.8	1.3	+0.5	.91	6.18	.01
19	2	C	6.3	1.7	2.2	+0.5	.65	4.80	.01
7	4	C	6.3	5.1	5.9	+0.8	.99	3.56	.01

[1] All test results are in grade levels except MA which is in months.

TABLE 9 - COMPARISON OF SUBJECT AREAS

WRAT READING GRADE LEVEL SCORES

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
CLASS SURVEY									
15	K	P	5.1	0.3	0.6	+0.3	.35	2.99	.01
80	K	C	5.1	0.7	0.9	+0.2	.75	6.51	.01
27	2	C	5.0	3.3	4.6	+1.3	.89	8.80	.01
66	4	C	5.0	3.2	3.9	+0.7	.95	7.04	.01
55	5	C	5.7	3.6	4.3	+0.7	.94	6.68	.01
36	6	C	5.7	3.7	3.6	---	.91	0.31	NS
57	7	C	5.7	5.9	6.7	+0.8	.89	6.19	.01
61	8	C	5.7	6.7	7.5	+0.8	.83	5.17	.01
39	9	C	5.6	7.2	8.2	+1.0	.84	5.08	.01
129	10	C	5.6	7.3	7.8	+0.5	.86	5.01	.01
SMALL GROUP ASSESSMENT									
9	K	C	5.9	0.9	1.0	---	.61	1.16	NS
28	1	C	5.9	1.5	2.2	+0.7	.87	7.61	.01
9	1	P	5.9	0.3	0.7	+0.4	.48	2.52	.05
21	2	C	5.9	1.5	2.0	+0.5	.83	3.81	.01
16	2/3	P	5.9	1.5	2.0	+0.5	.96	8.79	.01
53	3	C	5.9	2.0	2.6	+0.6	.80	8.60	.01
17	4	P	5.9	2.2	2.8	+0.6	.74	3.64	.01
61	4	C	5.9	3.7	4.4	+0.7	.93	6.87	.01
17	5	C	5.9	2.9	3.9	+1.0	.77	6.80	.01
17	6	C	5.9	2.5	3.0	+0.5	.85	4.33	.01
INDIVIDUAL REFERRAL									
12	K	C	5.6	1.1	1.4	+0.3	.97	1.78	.06
10	1	C	5.6	0.8	1.2	+0.4	.65	2.99	.01
23	2	C	6.3	1.3	1.8	+0.5	.67	6.53	.01
12	4	C	6.3	4.2	4.8	+0.6	.98	3.03	.01
K-SCREENING									
56	1	C	9.8	1.0	1.7	+0.7	.77	10.57	.01
45	1	P	9.8	1.0	1.5	+0.5	.77	6.01	.01

TABLE 10

WRAT SPELLING GRADE LEVEL SCORES

Group N	Grade	Prescript.	P-P	Pre-	Post	Diff. Pre-Post	Corr.	T	Prob.
CLASS SURVEY									
15	K	P	5.1	0.6	0.9	+0.3	.47	3.19	.01
80	K	C	5.1	0.7	0.9	+0.2	.50	5.14	.01
27	2	C	5.0	2.7	3.5	+0.8	.85	7.34	.01
66	4	C	5.0	3.0	3.7	+0.7	.88	9.12	.01
55	5	C	5.7	3.6	3.9	+0.3	.93	6.70	.01
36	6	C	5.7	3.1	3.5	+0.4	.79	2.53	.01
57	7	C	5.7	5.3	5.6	+0.3	.91	2.91	.01
61	8	C	5.7	5.9	6.3	+0.4	.89	4.32	.01
39	9	C	5.7	6.5	7.0	+0.5	.94	5.15	.01
129	10	C	5.7	6.8	7.5	+0.7	.93	10.32	.01
SMALL GROUP ASSESSMENT									
9	K	C	5.9	0.9	1.2	+0.3	.71	3.01	.01
28	1	C	5.9	1.2	1.9	+0.7	.77	8.25	.01
9	1	P	5.9	0.5	0.7	+0.2	.78	2.39	.05
21	2	C	5.9	1.4	1.8	+0.4	.69	4.53	.01
16	2/3	P	5.9	1.4	1.9	+0.5	.81	7.75	.01
53	3	C	5.9	1.8	2.3	+0.5	.81	8.36	.01
61	4	C	5.9	3.5	4.1	+0.6	.93	7.75	.01
17	4	P	5.9	2.1	2.7	+0.6	.85	6.85	.01
17	5	C	5.9	2.7	3.5	+0.8	.60	4.83	.01
17	6	C	5.9	2.5	2.9	+0.4	.85	3.76	.01
INDIVIDUAL REFERRALS									
12	K	C	5.6	0.7	1.1	+0.4	.93	3.87	.01
10	1	C	5.6	0.6	1.2	+0.6	.21	5.88	.01
23	2	C	6.3	1.3	1.7	+0.4	.76	5.53	.01
12	4	C	6.3	4.0	4.6	+0.6	.99	3.85	.01
K-SCREENING									
56	1	C	9.8	0.9	1.6	+0.7	.59	12.78	.01
45	1	P	9.8	1.0	1.5	+0.5	.46	6.28	.01

TABLE 11

WRAT MATH GRADE LEVEL SCORES

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
CLASS SURVEY									
80	K	C	5.1	0.7	1.0	+0.3	.73	9.35	.01
15	K	P	5.1	0.5	0.7	+0.2	.72	2.27	.05
27	2	C	5.0	2.6	2.8	+0.2	.51	2.80	.01
SMALL GROUP ASSESSMENT									
8	K	C	5.9	0.8	1.2	+0.4	.64	2.65	.05
28	1	C	5.9	1.5	2.1	+0.6	.60	5.77	.01
9	1	P	5.9	0.6	0.6	---	.47	0.20	NS
13	2	C	5.9	1.8	2.2	+0.4	.70	3.22	.01
16	2/3	P	5.9	2.0	2.5	+0.5	.74	3.14	.01
32	c	C	5.9	2.2	2.6	+0.4	.66	4.08	.01
INDIVIDUAL REFERRALS									
11	K	C	5.6	0.6	0.8	---	.48	1.12	NS
9	1	C	5.6	0.8	1.3	+0.5	.91	6.18	.01
19	2	C	6.3	1.7	2.2	+0.5	.65	4.80	.01
7	4	C	6.3	5.1	5.9	+0.8	.99	3.56	.01
K-SCREENING									
54	1	C	9.8	1.0	1.9	+0.9	.55	15.48	.01
44	1	P	9.8	1.0	1.8	+0.8	.50	11.43	.01

TABLE 13 - COMPARISON OF GRADES BY SUBJECT AREAS

READING
Gains by Grade

Grade	Average Grade Level Gain	Group
K	.20	Survey, Assessment Referrals
1	.54	Assessment, Referrals, K-Screening
2	.73	Survey, Assessment, Referrals
2/3	.50	Assessment
3	.60	Assessment
4	.65	Assessment, Referrals
5	.85	Survey, Assessment
6	.25	Survey, Assessment
7	.8	Survey
8	.80	Survey
9	1.0	Survey
10	.5	Survey

TABLE 12

PPVT MA SCORES IN MONTHS

Group N	Grade	Prescript.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
CLASS SURVEY									
15	K	P	5.1	49.1	54.1	+5.0	.68	2.52	.05
80	K	X	5.1	55.1	63.0	+7.9	.80	5.74	.01
27	2	C	5.0	88.7	99.9	+11.2	.68	4.15	.01
SMALL GROUP ASSESSMENT									
9	K	C	5.9	52.4	63.9	+11.5	.86	2.74	.05
27	1	C	5.9	74.1	83.0	+8.9	.84	5.19	.01
9	1	P	5.9	57.3	64.8	+7.5	.78	2.15	.05
17	2	C	5.9	75.4	82.2	+6.8	.69	1.98	.05
15	2/3	P	5.9	49.4	59.2	+9.8	.68	2.10	.05
40	3	C	5.9	79.3	89.1	+9.8	.80	4.83	.01
INDIVIDUAL REFERRAL									
11	K	C	5.6	56.3	66.8	+10.5	.97	3.22	.01
10	1	C	5.6	61.9	72.5	---	.74	1.50	NS
21	2	C	6.3	66.8	74.1	+7.31	.88	3.94	.01
K-SCREENING									
44	1	P	9.8	64.9	73.6	+8.7	.76	4.21	.01
54	1	C	9.8	69.7	77.9	+8.2	.72	4.72	.01

TABLE 14

SPELLING
Gains by Grade

Grade	Average Grade Level Gain	Group
K	.30	Survey, Assessment, Referrals
1	.54	Assessment, Referrals, K-Screening
2	.53	Survey, Assessment, Referrals
2/3	.50	Assessment
4	.60	Survey, Assessment, Referrals
5	.55	Survey, Assessment
6	.40	Survey, Assessment
7	.30	Survey
8	.40	Survey
9	.50	Survey
10	.70	Survey

TABLE 15

MATH
Gains by Grade

Grade	Average Grade Level Gain	Group
K	.23	Survey, Assessment, Referrals
1	.56	Assessment, Referrals, K-Screening
2	.37	Survey, Assessment Referrals
2/3	.5	Assessment
3	.4	Assessment
4	.8	Referrals

TABLE 16

MA
Gains by Grade

Grade	Average Gain in Months	Group
K	8.73	Survey, Assessment, Referrals
1	6.66	Assessment, Referrals, K-Screening
2	8.43	Survey, Assessment, Referrals
2/3	9.8	Assessments
3	9.8	Assessments

TABLE 17
AVERAGE GAINS BY GROUP

READING

Group	Gain	Prescription	Gain
Survey	.6	C	.6
Assessment	.6	P	.5
Referral	.5		
K-Screening	.6		

SPELLING

Survey	.5	C	.5
Assessment	.5	P	.4
Referral	.5		
K-Screening	.6		

MA

Survey	8.0	C	8.2
Assessment	9.0	P	7.8
Referral	5.9		
K-Screening	8.5		

MATH

Survey	.2	C	.5
Assessment	.4	P	.4
Referral	.5		
K-Screening	.9		

All scores refer to grade level except MA which refers to months.

TABLE 18

K-SCREENING
Test Results[1]

Group N	Grade	Prescrip.	P-P	Pre	Post	Diff. Pre-Post	Corr.	T	Prob.
READING									
56	1	C	9.8	1.0	1.7	+0.7	.77	10.57	.01
45	1	P	9.8	1.0	1.5	+0.5	.77	6.01	.01
SPELLING									
56	1	C	9.8	0.9	1.6	+0.7	.59	12.78	.01
45	1	P	9.8	1.0	1.5	+0.5	.46	6.28	.01
MA									
44	1	P	9.8	64.9	73.6	+8.7	.76	4.21	.01
54	1	C	9.8	69.7	77.9	+8.2	.72	4.72	.01
MATH									
54	1	C	9.8	1.0	1.9	+0.9	.55	15.48	.01
44	1	P	9.8	1.0	1.8	+0.8	.50	11.43	.01

[1]All test results are in grade levels except MA which is in months.

G. DISCUSSION OF RESULTS

1. Test Data

All data (Tables 6-18) were analyzed by the paired comparison "t" test across groups, grade levels, academic areas and prescriptions (complete and partial).

Overall gains across groups, grade levels and prescriptions were: .6 year in reading, .5 spelling, .4 math and 8.0 months mental age on the PPVT. These are average gains, depending on the subject area, group grade level and prescription. Variations ranged from no-gain to 1.3 grade level gains.

Reading and spelling differences among groups (class survey small-group assessment and individual referrals) were minimal and therefore it could not be concluded that one group was superior to the other, especially in these subject areas. In math, however, the results indicated the K-screening group to be superior to the others. Also the individual referrals did not do as well as the other groups as measured by the PPVT (see Table 17).

Comparison of grade level gains are presented on Tables 13-16. Interpretation among grades is hazardous because the data was obtained from various groups and it was not consistent. It appears that the Kindergarten grade level did not do as well as the others on the WRAT reading/spelling/math test.

The difference between completed and partial prescriptions was .1 year in reading, spelling, math and .4 on the PPVT; these differences are so slight that one cannot conclude that there are any differences between complete and partial prescriptions.

Careful consideration should be given as to whether teachers are actually completing the prescriptions and also, how well they implement the prescriptions.

Finally, careful attention should be focused on the size of the correlations between pre and post test results (Tables 6-17) irrespective of the gains noted. A relatively high correlation (above .80) indicates that the class gained as a group. A low correlation (below .60) indicates that the opposite may have occurred, that is, a few individuals made large gains while others were not gaining at all.

In summary, overall gains were moderate considering the length of time between pre and post testing. Few differences were noted in test results among groups, grade levels subject areas and prescriptions.

2. Kindergarten-Screening

The results of the implementation of this new project are noteworthy because of the short time it has been in operation. On Table 18, the 8.7 and 8.2 months gain on the PPVT is very close to the 9.0 criterion. The PPVT test is probably the better indication (than the WRAT) of achievement because it demonstrates the child's ability to use verbal and reading readiness skills which enable him to be successful academically.

The .59 and .46 in spelling and .55 and .50 correlations in math are low indicating that a few individuals in the group were making large gains while others were not gaining at all.

It should also be noted that for reading and spelling there

was a .2 month difference in complete and partial prescriptions, which is a slight improvement from the .1 difference overall.

3. Class Observations

Class observations included one high school class, 2 intermediate classes, and 5 elementary classes.

The intermediate and high school classes that received A & P services (not Modified Curricula classes) made excellent use of individualization techniques. In all instances, the objectives for the day were well defined (see Observation Checklist, Appendix F-1 and F-2). Excellent record keeping data were used, including individual student progress files which were accessible to the students. It should be noted that although progress records were kept no academic data were submitted to the evaluation staff. A variety of rewards were apparently utilized for motivational purposes. They included prizes, movies, parties, camping trips, and also the use of token stamps which were exchanged in for other rewards.

Also, in all situations, students were given choices in determining tasks, continue and start a new task without the aid of the teacher. Equipment was easily accessible and was used only 2-3 times per week.

The five elementary classes, on the other hand, showed varying degrees of results. Three classes observed had well-defined objectives but in two classes, the objectives were not well defined ("not well defined" was determined by the observer, indicating that the student and teacher were not in agreement as to what

constituted specified tasks for the day). The three classes with well-defined objectives were consistent in all other areas (questions 2-11) on the observation checklist) while the two classes with problems in defining objectives, were consistently weak in all areas.

Observation of class attendance records for the day noted that of five classes visited, a minimum of 1 and a maximum of 5 students were unaccounted for. An average of 2.5 students were unaccounted for in the classes observed.

A significant observation noted by the SWDRC was that teachers with 'good' (good - defined by the teacher) DPT service, were outstanding in class evaluations and overall program effectiveness.

4. Responses from Interviews and Questionnaires

a. A & P Teachers' Reactions

Teachers responding to questionnaires and interviews all indicated agreement in and recognition of the objectives for the A & P component.

Thirty-six respondents felt that the objectives of the program were generally well met. The majority of the teachers also indicated that they intended to continue using Title I services in the future.

Teachers noted the following common problems: 1) program uncertainty from year to year to make planning and continuity of effort difficult, 2) additional money is needed for supplies, 3) increased communication needed between schools and complex and 4) follow-up procedures need to be specified between teachers

and DPT's to secure better results.

The strong points of the program, noted by the teachers were: 1) excellent DPT service, 2) many improvements in participating children's behavior and attendance, in relation to school, 3) the program reaches many students who need the extra help and 4) in-service training (especially Fargo and Omura workshop)* excellent and should be continued.

It should be noted that the DPT service was indicated as both strong and weak points. Teachers who were satisfied with the service, were very pleased with the DPT's assigned to them, while the others with less service noted this a major problem. The comments appeared to vary by school. Most teachers from a given school submitted similar comments, which indicated that the specific DPT assigned to the school was the determinant between good and poor services.

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* Classroom Management Workshop conducted by George A. Fargo of the University of Hawaii, College of Education and Robert T. Omura of the University of Hawaii, Social Welfare Development and Research Center.

VI. ENRICHMENT STUDENT ACTIVITIES PROGRAM

A. DESCRIPTION OF SUB COMPONENTS

1. After School Activities

After-school student activities were offered in most Title I schools in the McKinley Complex during the school year, 1971-72. Each school developed its own program in a joint effort between principals, counselors and teachers. The number of students, number of meetings, hours per meeting, number and type of staff and type of activity varied by school.

A total of nineteen after-school program contracts were approved and carried out in the McKinley Complex for 1971-72 school year. Three of the contracts were spring semester renewals of fall semester activities.

The activity programs can be classified into five types. A summary is presented in Table 19. The drama type of activity included a language program, music, drama and creative writing classes. The sports category included physical education, sports participation, and field trips for boys. The art activities were arts and crafts, cooking, decorating, etc. The mixed program usually included arts and crafts, sports and field trips. Special activity programs were self-image discussion groups and instruction sessions for making surfboards.

a. McKINLEY HIGH SCHOOL

1. Drama Program

a) A combination of script-writing, poetry, short story, improvisations, creative drama, speech and acting activities.

b) A major stage production was planned and produced.

Instructor: Jerroanne Edralin

Time: 4 days a week, beginning October 18, 1971 for 30 weeks

Total Students: 34

b. CENTRAL INTERMEDIATE

1) Drama and Field Trip Program

a) Music and drama activities

b) UH football games

c) UH basketball games

d) After-school competition

Instructor: David W. Patterson

Time: 4 hours per week for 20 weeks

Total Students: 4

2) Sports and Field Trips

a) Physical fitness program

b) Field trips - rock concerts, football games

Instructor: Ron Marovardt

Time: 4 hours per week for 20 weeks

Total Students: 6

3) Sports Program

a) Designed to work with students after school with sports skills

b) Outings - football games, basketball games

Instructor: Edward Hayashi

Time: 4 hours per week for 20 weeks

Total Students: 7

4) Music Program

a) Teaching students basic performance-oriented skills

b) Give students interest and direction for out of school hours

Instructor: Larry Cross

Time: 4 hours per week for 20 weeks

Total Students: 4

5) Surfboard Making

a) To change student's outlook toward school

b) To learn to assume responsibilities by providing opportunities which offer a chance to prove his capabilities

c) To make a surfboard

Instructor: Bobby Skalak, David Abellira

Time: Beginning March 6 for 3 weeks Mon.-Thurs. 3-5 p.m.

Total Students: 11

c. KAAHUMANU SCHOOL

1) Arts and Crafts

a) Learn - tie dyeing, batik, weaving, drawing, printmaking, and copper enamelling

Instructor: Margaret Leong, Milena Matsuyama

Time: Mon.-Tues. 3-5 p.m. for 3 weeks. Classes at McKinley High School

Total Students: 20

2) Sports

a) To learn the basic fundamentals and techniques of football and basketball

b) To get a first hand look at a high school athletic program in operation

c) To instill the ideals of sportsmanship and fair play

d) To foster spirit and pride among McKinley Complex schools for McKinley High School

Instructor: Mike Chow, Jacob Hoopai

Time: Oct. 5 - May 12 - 29 weeks, 5 hours per week

Total Students: 20

d. KAIULANI SCHOOL

1) Mix Program

a) The majority of the student's time was to be centered around non-academic activities such as arts and crafts, sewing, cooking, bowling, outings and physical education.

b) The major emphasis was to be on communication skills

Instructor: Christopher Sasaki, Dennis Wee, Lucille Soong

Time: September 1 - Jan. 21, 5 hours per week for 20 weeks at Kaiulani Elementary School

Total Students: 1st semester - 32
2nd semester - 32.

e. KAULUWELA SCHOOL

1) Art Program

a) Arts and crafts in various media - ceramics, macrame, crochet, weaving, model making and games

Instructor: Brenda Min

Time: Mon. - Fri., 2:45 - 4:15, May 1 - June 2, Room A 3b.

Total Students: 11

2) Mixed Program

a) Crafts - completion of pre-Christmas projects

b) Sports - basketball

Instructor: Candace Ventura

Time: Crafts - Jan. 10, 14, 17, 21, - 2½ hr. per session

Total Students: 7

3) Sports Program

a) Give students extra help in volleyball and basketball skills

b) Obtain good sportsmanship through flag football, baseball, etc.

c) Outings - see sport events and participate in sports with other Kalihi and McKinley Complex schools which had after school programs

Instructors: Anthony Phlatzgraff, Gregory Heau

Time: Tues. and Thurs. Nov. 16 - Jan. 20

Total Students - 18

4) Art Program

a) To create lasting permanent Christmas gift using color-life technique - Gesso Picture Boards

b) To make Christmas angels

Instructor: Candace Ventura

Time: Boys - Monday Nov. 15 - Dec. 6
Girls - Friday Nov. 19 - Dec. 9

Total Students: 6

5) Holiday Cooking Classes

a) To prepare 1 simple meal and cookie bake

Instructor: Candace Ventura

Time: Tuesday Dec. 21 and 28

Total Students: 8

f. LANAKILA SCHOOL

1) Language Program

a) To orient the new arrivals from the Phillippine Islands to the American culture.

b) To expose the children to the English Language in an informal situation so they can begin to understand and use the spoken word.

Instructor: Dominga Cuaresma

Time: Tuesday and Thursday - 1 hour per session.
Room G6

Total Students: 21

g. LIKELIKE SCHOOL

1) Self-image Program

a) To develop positive behavioral change - developing self image.

b) Met with 6 students each on Tuesday, Wednesday, and Thursday.

Instructor: Alan Tenn, Steven Miyashiro

Time: Oct. 19 - March 9 - Likelike School

Total Students: 12

2) Self-image Program

a) Same as above

Instructor: Alan Tenn, Rodney Shido, Randy Fonseca

Time: Start March 14 for 11 weeks

Total Students: 16

h. ROYAL SCHOOL

1) Mixed Program

a) To promote social personal growth

b) To motivate interest in school and learning through recreational activities.

2) Art Activities

a) puppets, puppetry, autograph books, metalwork,

Instructor: Dorothy Luke

Time: Tues. Wed., Thurs. at Royal School
May - June 1972

Total Students: 30

Table 19
Afterschool Activities

School	Drama	Sports	Art	Mixed	Special	No.
Ala Wai						0
Kaahumanu		X	X			2
Kaiulani				XX		2
Kauluwela		X	XXX	X		5
Lanakila	X (language)					1
Likelike					XX (self-image)	2
Royal			X	X		2
Lunalilo						0
Central	XX (drama, music)	X			X (surf)	4
Washington						0
McKinley	X (English, Creative Writing)					1
						19

2. Outdoor Camping

The Outdoor camping phase of the Enrichment Student Activity Program consisted of two kinds of camping. The single-school camping projects were conducted more frequently but included fewer students than the two multi-school camping trips to Camp Erdman in December 1971 and May 1972.

There were 9 camping trips sponsored by individual schools. Four were at the Intermediate and high schools and 5 at elementary schools. The average number of students participating was 19 per trip with a minimum of 6 and a maximum of 45. Activities included hiking, cooking, cabin care, sports, crafts and music. These camping trips were conducted one night on a weekend and supervised by one or two teachers. The camping was usually conducted at Camp Erdman (YMCA).

Table 20 describes the daily program as scheduled by the coordination committee and carried out by the junior counselors.

TABLE 20

McKINLEY HIGH SCHOOL
Camp Erdman Program
May 17, 18, 19

WEDNESDAY

10:00	Arrival					
10:15	Assembly					
10:45	Cabin Assignments					
	Linen					
	Tour of Camp by Modulars					
11:30	Lunch					
12:30	Program Begins					
	Swim	Archery	Land Sports	Arts/ Crafts	Music	
12:30	A	B	C	D	E	
1:15	E	A	B	C	D	
2:00	D	E	A	B	C	
2:45	C	D	E	A	B	
3:30	B	C	D	E	A	
4:15	Program Ends					
4:30	Boys Prepare Mini Camp Fires					
5:00	Free Time					
5:45	KP's Report					
6:00	Dinner					
7:00	Crab Hunt					
8:00	Social Dancing					
9:00	Snack					
10:00	Lights out					

THURSDAY

7:00	Reveille					
7:15	KP's Report					
7:30	Breakfast					
8:30	Program Begins					
	Hike		Skits			
3:30	A & B		D & E			
	Half of C		Half of C			
10:30	D & E		A & B			
	Half of C		Half of C			
11:30	Program Ends					
11:45	KP's Report					
12:00	Lunch					
1:00	Program Begins					
	Swim	Ar- chery	Land Sports	Arts/ Crafts	Music	
1:00	A	B	C	D	E	
1:45	E	A	B	C	D	
2:30	D	E	A	B	C	
3:15	C	D	E	A	B	
4:00	B	C	D	E	A	
4:45	Program Ends					
5:00	Preparation Mini Camp Fires					
5:45	KP's Report					
6:00	Dinner					
7:00	Skits					
8:00	Campfire					
9:00	Snack					
10:00	Lights out					

FRIDAY

7:00	Reveille
7:30	Breakfast
8:00	Clean cabins
	Return sheets,
	towels, blankets
9:00	Olympics
10:30	Awards
	evaluation
11:45	KP's Report
12:00	Lunch
12:45	Departure

58

65

66

B. OBSERVATIONS OF ACTIVITIES

Six after school activities were observed. Observers visited one activity at each of the following schools - Central Intermediate, McKinley High, Royal Kaiulani, Lanakila and Likelike Elementary Schools. The activity at Kaahumanu and Kauluwela Schools were over for the day at the schedule time of observations. Washington Intermediate School and Lunalilo did not offer activity programs. Some programs at other schools visited were not observed since the activities were conducted prior to the observation period.

The Individual Incidence Report (see Appendix G7) was used to collect data on five randomly selected students in the activity program from each school. The report included notes of initial problem cited as reasons for recommending pupil participation in the activity and it further indicated changes of behaviors among the students as noted by teachers and/or counselors of the school.

Behavior problems were classified into social, attendance and academic problems. Student behavior incident reports were studied for 37 students. Although most students usually had a variety and combination of problems, only one major problem was noted. Frequencies of referred problems on the 37 incident reports included:

11 Social

12 Attendance

12 Academic

4 Combination of all three

Social behavior problems included fighting, stealing, bad temper, run-away, withdrawn, lack of respect for peer and adults and poor peer group relationships.

The counselors and teachers evaluated the improvement of the students by comparing original behavior with that observed after participation in after-school activities.

12 students were rated as having excellent improvement.

19 students were rated as having satisfactory improvement.

6 students were rated as having poor or no improvement.

Sufficient information was not collected on specific improvements of the students in the activity programs to make a detailed analysis. Instead sample cases are presented below to indicate types of reduction of behavior problems:

Case 1: Student reduced absenteeism record first semester of 60 absences in the second semester.

Case 2: Student reduced absences from 55 to 8 absences in the two semesters.

These improvements were attributed to participation in activities such as camping, surfboard making, softball and football. Such participation was apparently contingent upon good behavior and attendance in school.

Case 3: A student reduced fighting from 5 fights to 1 fight during activity participation.

C. RESULTS OF INTERVIEWS AND QUESTIONNAIRES

1. After-School Activities

a. Teachers' Reactions

Interview and questionnaire responses indicated positive responses by pupils to the after-school activity programs. The students enjoyed the activities offered and they had a place and project to go

to between the time school was over and dinner at home.

Two of the major operational complaints by personnel involved the organization of the activities, these included 1) purchase order procedures deterred many more other possible activities, and 2) more non-Title I students should have been able to participate in the activities. The staff and students indicated strong acceptance of the programs particularly when the activities were well organized. Organizational and interagency staff coordination problems cropped up from time to time but remedies were being considered for the next school year's program.

2. Outdoor Camping

A sample of questionnaire responses from students participating in the many school camping trips indicated the following:

a. Had they gone on an overnight camping trip previously? yes

b. Would they like to go again? yes

c. Had they learned much? yes

d. What choice was favored: School, staying home, camping? camping

e. Would more children enjoy this experience? yes

f. What were favorite activities? archery, swimming, being with friends

g.. What did they like about camp? being with new and known friends

h. Did they approve of older students as counselors and director of activities? yes

The reactions and observations by teachers and principals were positive. All saw benefits gained by students from this outside classroom experience. The coordination committee members recommended

camping experiences be made a part of the fall semester school program.

Attitude changes among the participating students were noted by the personnel. These changes included 1) improved interaction with peers, 2) understanding of responsibility and role of teacher (junior counselor reactions), 3) greater self-confidence from success in one of activities, etc.

The lack of 1) adequate camp facilities, 2) teachers willing to supervise camping and participate in the planning of trips, and 3) lack of funds to finance a large scale camping program were cited as problems by participating personnel.

TABLE 21

Multischool Camping

	Dec. 1,2,3	May 17,18,19
Eight Elementary Schools	160 students (20/school)	160 students (20/school)
One High School	25	25
	185	185

TABLE 22

Individual School Camping Trips

School	Students	Camp Erdman	Other Location	2 days 1 night	3 days 2 nights	Fall Semester	Spring Semester
Ala Wai	27	X			X		X
Kaiulani	14			X			
	14		Hanauma Bay	X			X
Kauluwela	14	X			X	X	
	12	X			X		X
	6	X			X		X
Washington	13		Camp	X		X	
	26	X	Kailani		X		X
Central	45	X			X		X
McKinley	16	X			X	X	
TOTAL 6	173	7	2	2	7	3	6

D. OBSERVATION RESULTS OF OUTDOOR CAMPING ACTIVITIES

School personnel operating the outdoor camping activities focused their attention on three major areas of concern: 1) What did the McKinley High School students in the Special Motivation Class contribute to the camping project? 2) How did the camping experience help the high school students (Speical Motivation Class students who served as junior counselors) remain in school? and 3) What components of the camping program created a successful model for helping improve the problem children's experiences and behaviors?

The following were noted from direct observations of the activity and other records and interviews with personnel and children participating in the program:

1. The McKinley High School students participated in the following activities:
   a. planned activities and lessons for full recreation activities
   b. managed cabin assignments of participating children and provided group supervision
   c. conducted recreational activities and assisted with the supervision of other activities at camp
   d. planned and participated in evening campfire activities such as drama skits and musical performances

   The camping experience helped the high school students by making their participation contingent on the following:
   a. demonstrate continued good attendance in school
   b. demonstrate ability to assume responsibility as indicated by good academic progress and participation in regular school assignments

   The camping experience further provided the high school students the opportunity to develop self-confidence by enabling them to be selected as a junior counselor to work with younger children, planning and conducting such activities, and mastering the various skills involved in the conduct of the activities.
2. According to staff assessments, the camping program produced

positive behavioral development models and learning approaches such as the following:

a. the application of peer tutoring techniques in outdoor education activities
b. learning through a variety of non-academic activities such as archery, hiking, outdoor cooking, etc.
c. group living to enhance interpersonal experiences and growth
d. a learning setting away from the traditional classroom and home
e. variety of small group cooperative and competitive experiences

VII. DISCUSSION & RECOMMENDATIONS

A. GENERAL RECOMMENDATIONS

These general recommendations are offered for consideration by the McKinley Complex Resource Center personnel, the DOE, the participating school principals and teachers.

1. Although the McKinley Complex Resource Center services are generally defined and understood by personnel directly involved with the project component, it would be helpful if all operating sub-component units of the ESEA Title I program and the general services of the resource facilities were specified in order that school administrators and particularly potential teachers receiving such services may discriminate these from the myriad of other school support activities. (This recommendation is supplemental to recommendation #4 below: Communications.)
2. The objectives of the project component, apparently prepared expeditiously for proposal submittal purposes, are not adequately or consistently stated to enable precise evaluation of program effectiveness. It is recommended that school and Complex Resource Center personnel further define and re-state all program objectives:
   a. Objectives should be specified according to desired pupil outcomes and accomplishments.
   b. Output indicators (criteria) of learners should be identified for each stated objective.

c. Functions performed by participating Title I personnel and regular teachers, who refer pupils to the programs, should be specified in behavioral terms.

"Clear statements of objectives may be helpful for...:

1) They tell you, the problem solver, how you will know when you're ACHIEVED (and when you haven't).

2) Objectives are convenient ways to communicate intended achievement to others. (Superiors, subordinates, students, parents, etc.)

3) Objectives are the only way that measures of achievement (or program effectiveness can be made systematically and scientifically).

4) Objectives increase the probability that the remedy (training, environmental changes, motivation systems, etc.) you develop will be relevant to the problem.*

Good objectives should specify what the learner is able to do; how well the behavior is expected to be performed; and under what circumstances the learner is expected to perform.**

3. Uniform testing and general data collection procedures should be identified by the complex unit and all participating schools.

a. Uniform testing dates or periods should be established and adhered to by examiners of the Complex Resource Center and participating schools.

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*Objective Objectives, Harless Inc., Falls Church, Va., 1970.
**Banathy, Bela H., Instructional Systems, Fearon Publishers, Palo Alto, California, 1968.

One test per year may be administered during the month of May. Thus, a previous year's test scores can be used as the pre-test data and the following year's results can be analyzed as the post-test data. The post-test taken in May of the current year may become next year's pre-test information.

b. An alternative to the once a year testing is to specify cut-off dates for the pre and post testing.
Thus, the range of months between pre and post testing will remain constant and uniform, i.e. - pre-tests to be completed by October 15th and post-tests to be initiated after April 15th.

4. Improve communication between the Complex Resource Center staff and participating school administrators and classroom personnel.
(This recommendation supplements recommendation #1 above.)
Although the services of the McKinley Complex Assessment and Prescription team have been generally well accepted by many classroom personnel of the participating schools, annual attrition among staff of the respective schools, new assignments and other personnel shifts may require continuing orientation programs to inform all teachers about available services. In order that the support services of the McKinley Complex Resource Center may be utilized to the maximum the following suggestions are offered for consideration:

a. Prepare an orientation brochure describing services of

the Complex Resource Center to be distributed to all teachers and other persons including parents and outside agency personnel within the McKinley Complex, or

b. Develop an automated audio-visual orientation program (film strips or slides with an audio taped narration) to describe and illustrate the Complex Resource Center services.

c. Identify and select key persons (school counselor, administrator, departmental or grade level chairman) to be responsible for their school's feedback system to the complex resource unit.

d. If an operational handbook or manual is not now available, it is recommended that one be prepared and copies of it placed at the participating schools with key contacts within the schools. The handbook or manual should describe step by step procedures to answer questions such as 1) How to handle Title I purchase orders; 2) DPT teacher contacts; 3) How to get supplies or services; 4) How to plan special activities and who can qualify; etc.

5. The McKinley Complex in-service teacher training unit has provided adequate training services to participating teacher according to responses to the questionnaire. Teacher training services should continue to be maintain at a high level with particular emphasis on continuing follow-up consultations by the DPT's. Specific recommendations include the following:

a. Training for DPT's involving skills in 1) general classroom management techniques; 2) managing pupils engaged in individualized instructional lessons; 3) behavior observation, charting and analysis procedures; and other appropriate academic instructional skills.

The DPT's should assume the role of a teacher-trainer who continually provides direction and guidance to classroom teachers. They should operate on the premise that if they were highly successful in helping teachers assigned to them, they would eventually "work themselves out of a job." DPT's should not limit their consultation services to academic needs but also include behavioral management consultations to teachers who are continually exhibiting difficulties in dealing with disruptive, passive or unproductive classroom behaviors.

b. Training for classroom teachers involving 1) specifying educational objectives and the methods to utilize the techniques of "teaching by objectives;" 2) principles and practices of individualized instruction; 3) principles and practices of team teaching; 4) classroom management techniques featuring contingency management and other related motivational techniques; 5) classroom design for efficient and productive pupil management; 6) self-instructional concepts and practices; 7) ways to modify self teaching behavior from dominant negative and neutral behaviors to highly positive teach-behaviors.

Though teachers are often exposed to new techniques, promising approaches, and innovative curriculum materials and devices, little effort is usually directed toward establishing desirable changes in the classroom behavior of the teachers. (This assumption may or may not be the case with training efforts of the McKinley Complex.) Previous and current teacher training efforts continue to emphasize the "why" without the "how to" in overcoming classroom management problems. The above two recommendations are intended to provice school personnel an opportunity to learn new skills and receive continuous on-site guidance and direction by DPT's to effect changes in their personal teaching behavior.

c. Training for school counselors and complex support staff involving 1) behavior observation, charting and analysis procedures; 2) skills in behavioral intervention planning; and other related skills that will enable them to function more effectively as behavioral consultants to classroom personnel.

It is becoming increasingly evident that the traditional practices of counselors based on client centered approaches with a heavy reliance on verbal communication is inadequate to meet the individual needs of all pupils in a given school. Effectiveness of such approaches and practices is also questioned. On the other hand, there are indications that counselors who include behavioral

intervention consultations in their repetoire of skills have been highly successful in coping with the specific problems of referred pupils. It is not suggested that school counselors and other support personnel abandon their current skills and practices but rather to incorporate additional skills and practices that may help to reduce the current overburdening of counselor services.

B. SPECIFIC RECOMMENDATIONS TO THE MCKINLEY COMPLEX RESOURCE CENTER

The McKinley Complex Resource Center, formerly located at Royal Elementary School classrooms, will move to the Kauluwela Elementary School beginning in September, 1972. All ESEA Title I activities will continue to be coordinated through this unit, including 1) preparation of project proposals, 2) preparation of operating budget and program allocations within the McKinley Complex, 3) coordinate the collection of appropriate data, 4) arrange and/or conduct in-service training workshops, 5) extend assessment and prescriptive services to qualified Title I pupils for participating schools, and 6) arrange for the purchase and distribution of educational materials and supplies for Title I activities in the various schools. The role and functions of the Complex Resource Center has been vast and continues to be complicated from the outsider's point of view. The Complex Resource Center staff, led by Ms. Rosalie Chantiny, has exerted commendable efforts to improve and streamline its operations to maximize efficiency and effectiveness.

The following recommendations are offered to further increase the effectiveness of the program: (These recommendations are in addition to those specified in the previous section.)

1. Record Keeping - Previously the various data was categorized by school, budget, and various activities which resulted in some confusion - particularly by the evaluators - when it was necessary to assess such information. A more systematic procedure for record keeping should be established and maintained. It is recommended that one standard system would alleviate some of the confusion and help to improve the data collection and analysis process.

   Note: The Complex has already decided to implement a "school by school" record keeping system beginning in September, 1972. It is also apparent that personnel of the McKinley Complex Resource Center utilize the available data in their decision making process.

2. Educational materials - The access to instructional materials should not solely be dependent on assessment results, rather a materials bank at each school should also be established and teachers taught to utilize its services to select and use appropriate materials and devices. Procedures for borrowing materials should be established and it should provide for regular rotation of such materials among participating teachers. Classroom teachers should also be given guidance in utilizing the services of the Teacher Assist Center (AAC) which is conveniently located within the Complex area and, further, skills to prepare useful teacher-made instructional materials.

3. Individualized instruction class models - It may be

appropriate to identify and designate model or demonstration classrooms that are effectively utilizing concepts and practices of individualized instruction. This will enable other regular classroom teachers the opportunity to observe and possibly practice individualization techniques and procedures.

(Obviously this recommendation supplements the recommendations for training services.)

C. MODIFIED CURRICULA

Although there was inadequate evidence to substantiate it, the Modified Curricula component of the McKinley Complex Title I program seemed to be one of the more outstanding programs within the Complex. It was also interesting to note that the counselors and administrators at McKinley High School did not identify the Modified Curricula component as a special project only for qualified and identified students. Rather, they operated what was apparently a total guidance program that included services to all students within the high school - portions of it financed and designed to aid pupils who qualifed under the ESEA Title I criteria. This "mixing" or integration of Title I and general fund counseling services paired with special remedial academic activities de-emphasized the classification of students according to socio-economic categories thus avoiding the usual labeling of "poor" students which is prevalent in many other secondary schools.

Recommendations offered to the modified curricula components, herein, are intended to further improve their effectiveness and accountability:

1. Measurement data - More specific observable and measurable indicators of behavioral and attitudinal changes are needed. All remedial classes should be required to submit pre and post test data on academic achievement - no such data is currently available. A standardized attitudinal test should be selected and administered to uniformly measure changes involving how the student views himself, the school and the environment.

2. Individualized instruction - Every effort should be made to secure or develop more appropriate individualized self-instructional materials for the academic activities. The evaluators' classroom observations also indicated insufficient space for equipment and accommodations for all of the referred students. Some high school teachers also indicated the need for more vocational and business education materials for their students.

3. Motivational techniques - It was apparent that a member of high strength activities were utilized as rewards for display of acceptable and desirable school behaviors. However, there was little evidence that this was achieved objectively and consistently. It is recommended that modified curricula personnel acquire specific skills in behavior modification techniques in order to achieve greater consistency and fairness for participating pupils.

D. ASSESSMENT AND PRESCRIPTION

The recommendations in this section will be divided for the

A & P Team and the schools receiving A & P services.

1. Assessment and Prescription Team

Every Diagnostic and Prescriptive Teacher (DPT) on the Complex resource unit staff was assigned to one or more schools. The DPT served as an important communication link between the Complex resource unit and the schools. They were based at the Royal Elementary School Complex office (DPT's will be directly placed in their respective schools during the ensuing 1972-73 school year) and operated from this central facility.

The DPT's primary function was to test students and prescribe appropriate instructional materials to meet the academic needs of the referred student. They handled assessments and prescriptions for entire classes, small groups within given classes and individual referrals.

No two workers are expected to perform their jobs identically and it is also assumed that some DPT's were more skilled and experienced than others. In light of these assumptions the following recommendations are offered to improve the overall effectiveness of the service-delivery system of the resource unit services.

a. Follow-up - Every effort to maintain consistent or increased follow-up services should be exerted. Although many teachers (particularly those with class-wide referrals) indicated excellent DPT follow-up, the complaint most frequently mentioned by others was the

lack of follow-up.

Interviews with teachers indicated that the DPT's tested adequately, but some left materials with the teacher and infrequently re-visited the classroom. It is apparent that some communication gaps existed between the referring teachers and the DPT's. DPT priorities should be more effectively communicated to all teachers.

The development of some kind of "reaction, follow-up" sheet should be considered to enable teachers to provide feedback of materials and procedures prescribed by the DPT. This latter suggestion may help to establish a firmer DPT-teacher relationship enabling the DPT's to quickly identify further needs.

b. Communication - As it was cited above, the problems between DPT's and referral teachers can be improved with increased specific communication. Prescriptions can include more alternatives to teachers in order to enable them to "choose" rather than feel they must comply to a "demand". Many teachers indicated that they had to try an approach because the "DPT said so". (This was not necessarily the DPT's desire but a misinterpretation of suggestions by the teachers receiving the service. It may be possible that classroom teachers - particularly those unaccustomed to receiving consultations - need to be taught how to seek and

utilize consultation services.)

c. Train teachers - DPT's should continue to emphasize demonstrations and modeling of appropriate instructional procedures in order to help the teachers acquire more efficient techniques for effective teaching outcomes. Classroom teachers need to acquire more skills in appropriate and frequent testing, analyzing, diagnosing and prescribing instructional activities on individual basis. The goal of every DPT should be that all teachers will eventually be as skilled that they are.

d. Service delivery system - As it was indicated previously, there exists some misunderstandings and gaps regarding the availability of DPT services. In addition to improving the communications between teachers and DPT's it is recommended that the service delivery system of the DPT's be reviewed and corrected or improved where necessary and appropriate. It is anticipated that some of the misunderstanding and misconception about DPT services will alleviate next fall when they are assigned directly within the schools they will work with.

2. Schools Receiving DPT Services

a. Testing - A remedial program and the related services can only be effective as the reliability and validity of tests administered to measure changes among the pupils. It is strongly recommended that participating schools and teachers adhere to the procedures and

schedules established for tests and other measurements prescribed for the program.

b. Data collection - Educational decisions should be based on objective data that is systematically monitored and recorded. Appropriate school personnel should make every effort to maintain a systematic data collection procedure as prescribed and scheduled for the program.

c. Specifying behavioral objectives - During the direct observation of classroom functioning by the evaluation team, a few of the classes did not exhibit well defined observable behavioral objectives. ("Well defined" was determined by the observer, meaning that the pupil and the teacher were not in agreement as to what the tasks were for the day.) Clearly specified behavioral objectives are necessary if the classes are to function efficiently and productively - refer back to the General Recommendations of this report.

d. Individualization - Classroom educational activities need to be structured to meet individualized needs if every learner is to be viewed as a unique individual. This does not imply that teachers must structure one-to-one tutoring to accomplish individualization. Activities and reinforcements should be planned to accommodate the needs of the individual pupil rather than the convenience of the teacher or the school.

E. ENRICHMENT ACTIVITIES

Enrichment activities, including the afterschool recreational activities and short-term camping trips, are vital for the success of the Title I programs. Pleasurable activities apparently provide rewarding and positive satisfaction for its participants, many of whom have no other opportunity to participate in such organized activities. These activities, strengthen positive attitutes towards school and its related academic tasks when they are associated directly with the school, the classroom and academic tasks and paired with appropriate social approval and recognition. The participating staff, all of whom are apparently dedicated educators, devoted countless hours to make the activities program a highly successful one. Every effort should be exerted to continue and improve the existing program.

1. Procurement of supplies - Interviews and questionnaires revealed that many of the activity leaders were often frustrated with the bureaucratic "red tape" involved in securing necessary supplies and materials for their activities. This often diminished the good intentions of activity leaders and others who wanted to help make school and learning more enjoyable for the pupils. As it is recommended in a previous section, guidelines and instructions for purchasing procedures should be clearly communicated to the activity leaders in order to facilitate and expedite the acquisition of materials and supplies. The assistance of the DOE Business Office should be secured to look into possible solutions to reduce some

of the "red tape" of purchasing procedures.

2. Cooperating agencies - Schools should continue to seek "outside" help when feasible, to accommodate and conduct enrichment activities. The McKinley Complex schools are located in the heart of Honolulu near a number of private and public recreational and group work agencies. This recommendation may require District of Departmental level assistance to arrange and implement.

3. Roles of activity leaders - What may also be attributable to inadequate communication is the problem of the roles and functioning responsibilities of activity leaders of the Enrichment Activity program. Responses from the interviews and questionnaires indicated concerns regarding scope of authority in selecting and conducting various activities and referral and screening responsibilities related to participants for their activities. Some counselors indicated that they should have the right to a "free hand" with their activities, to carry out "to the fullest" what they wished to accomplish.

4. Behavioral output indicators - Program objectives should be specifically stated in measureable and observable terms. Specific output indicators or behavioral criteria should be stated separately for each activity program. Unless these steps are implement, it will continue to be difficult to objectively assess the effectiveness of the enrichment acitvities. Refer to item #2 under General Recommendations for speciric recommendations and comments regarding

objectives. The Activity Incidence Report (Appendix G) is suggested as one type of form to monitor and record specific attendance and other related non-academic behavioral changes among participating pupils.

5. Supplemental academic enrichment activities - The Model Cities' English Language Cultural Orientation (ELCO) program has been curtailed and no replacement program has been planned for the next school year. (An orientation class for Filipino immigrant children with language cultural problems was conducted at Lanakila School under Title I.) The ESEA Title I program should make every effort to consider the expansion of alternative programs to compensate the loss of the ELCO orientation classes and other similar activities.

F. SUMMARY OF RECOMMENDATIONS

1. General

   a. Specify general services and resource facilities of all operating sub-components of the ESEA Title I program and the Special Services Team

   b. Re-define and re-state all program objectives in specific observable and measurable terms

   c. Establish uniform testing and general data collection procedures

   d. Improve communication between Complex Resource Center staff and participating school staff

   e. Upgrade teacher personnel skills in classroom management,

managing individualized instructional lessons, and precision teaching skills

f. Upgrade school counselor and complex support staff skills in behavioral consultations

2. Complex Resource Center

a. Refine record keeping procedures

b. Establish materials bank and instruct teachers for its use

c. Develop and identify model classrooms to help promote individualized instruction processes

3. Modified Curricula

a. Select more appropriate indices instruments to measure behavioral and attitudinal changes

b. Develop more appropriate individualized self-instructional materials

c. Establish a more systematic and consistent motivational-incentive program

4. Assessment and Prescription

a. Refine follow-up procedures and practices for DPT's

b. Improve communications and "promotional" efforts of the project

c. Continue to help teachers receiving services to improve their skills

d. Improve and refine service delivery system

e. Participating schools should adhere stringently to testing scheduled and procedures

f. Participating schools should maintain systematic data

collection procedures

g. Participating schools should help teachers specify behavioral objectives in the learning-teaching process

h. Participating schools need to stress individualization

5. Enrichment Activities

a. Establish systematic guidelines and procedures to expedite purchasing and other related "business" matters

b. Continue to seek support of "outside" agencies as resources for activity programs

c. Define and communicate roles of participating activity leaders

d. Re-state program objectives into observable and measurable terms and identify output indicators or behavioral criteria for participating students

e. Continue to provide supplemental academic enrichment activities

Appendix A

PRINCIPALS OF McKINLEY COMPLEX SCHOOLS

Ala Wai - Ray Blue

Central - Raymond Tengan

Kaahumanu - Henry Nakama

Kaiulani - Alma White

Kauluwela - Kaliko Chun

Lanakila - Toma Tasaki

Likelike - Robert Mizuno

Lunalilo - Frank Rapozo

McKinley - Edmund Toma

Royal - Ronald Spinney

Washington - Shinichi Watanabe

St. Elizabeth - Reverend W. Edwin Bonsey Jr.

St. Theresa - Sister Ann Faber Chang

Maryknoll - Sister Anita Smith

Appendix B

UNIVERSITY OF HAWAII

School of Social Work
Social Welfare Development and Research Center

In compliance with the conditions of the funding agency, the Department of Education has signed an agreement with the University of Hawaii's Social Welfare Development and Research Center to prepare an evaluation of all program components of the

_____ project

which is located at your school. A team of observer-interviewers from the University of Hawaii will be scheduled to visit your school in the near future. We will notify you of the time, date and scope of the interviews and observations to be conducted.

Would you please furnish us assistance with the following :

1. Distribute the enclosed evaluation questionnaire according to the names indicated on each attachment. Please instruct the various personnel to mail the questionnaire directly to us in the addressed and stamped return envelope provided.

2. Names of regular teaching and support service personnel (counselors, specialists, etc.) that refer pupils or provide services to the above specified project.

3. Names of pupils - in alphabetical order, last names first - participating in the above named project.

4. Make available to our observer-interviewers school records relating to attendance, tardy, special incident reports, grades and other pertinent information about the pupils participating in the project.

5. Please complete the enclosed questionnaire addressed to you.

We are hopeful that all tasks related to this evaluation can be completed before the spring vacation commences. Your cooperation and assistance will be greatly appreciated.

Sincerely,

Robert T. Omura, Ass't. Dir.

Jack T. Nagoshi- Director

EVALUATION QUESTIONNAIRE FOR EDUCATION PROJECT PERSONNEL

1. Your name: _____

   Your School: _____ Phone: _____

   Your Project Name: _____

   Which school year did you begin your assignment with this project? 19___ - 19___

2. Briefly state, as best you can, the OBJECTIVES of the program component in which you are involved:

   _____

   _____

   _____

3. Your estimate of the extent to which the above objective(s) was met. (put an X under the appropriate rating)

Very Well	Good	So-so	Not Too Good	Poor

   Comment: optional (please be specific, list major strengths or weaknesses of the functioning program.)

   _____

   _____

   _____

4. Please discuss any major problem areas:

   Administration _____

   Program Content _____

   Budget _____

   Facilities _____

   Other _____

5. Your suggested improvements to the program:

   _____

   _____

   _____

6. Who else other than the program staff is knowledgeable about the implementation and effectiveness of your project? (specify by name)

   Other Agencies: _____

   Parents: _____

   Other teachers in your school: _____

7. If you had a choice would you continue to work within this program? Yes___ No___

   Why? _____

8. Please list the educational equipment available within your program (i.e. tape recorders, TV set, phonograph, language master, etc,) all hardware items for instructional purposes. Please indicate whether you use these items frequently (F) or seldom (S).

   _____

   _____

   _____

9. Please indicate a time and place to conduct a follow-up interview if you so desire.

   Do you wish to be interviewed? Yes ___ No ___

   If yes, specify the day of week best for this purpose _____

   Time of day _____ Place _____

10. Please make any pertinent comment or suggestion regarding your project:

UNIVERSITY OF HAWAII

School of Social Work
Social Welfare Development and Research Center

Dear _____:

In a Memorandum of Agreement signed between the Superintendent of Education and the University of Hawaii, the Social Welfare Development & Research Center has been requested to conduct an evaluation of all program components of the

_____ project

which is located at your school. We understand that you are connected with this program and request your assistance in obtaining information for the evaluation.

The evaluation is required under conditions of the funding source of the above specified project. The scope of our evaluation will cover, depending on the objectives of the program component, analysis of data relating to academic achievement, attitudinal changes, school attendance, tardiness, incident reports, obserations, interviews, and survey of pupils and personnel through a questionnaire format.

Would you please spare a few minutes of your time and furnish us with your candid and specific responses to the attached questionnaire. We will keep your responses confidential and have provided an addressed and stamped return envelope with which you may directly mail your completed questionnaire. We will appreciate your returning the completed questionnaire with a postmark dated not later than _____.

If you need more space you may write on the back side of each sheet to complete the answers. Answer only those questions appropriate to your situation.

Thank you.

Sincerely,

Robert T. Omura, Ass't. Director

Jack T. Nagoshi, Director

EVALUATION QUESTIONNAIRE FOR REFERRAL & SUPPORT SERVICE PERSONNEL

PROJECT: _____

1. Your name _____

   Your school _____ Position Title _____

2. What is your relationship to the above stated project?

   ____ I refer pupils ____ I provide support service, i.e._____

   _____

   I have worked with the staff/project of the above stated project for the past

   _____ months or years (circle one)

3. List briefly, to the best of your knowledge, the OBJECTIVES of the above project:

   _____

   _____

4. What is your estimate of the extent to which the above objectives are being met? (put an X under your appropriate rating)

Well Met	Good	So-so	Not Well Met	Poor

5. Briefly state your personal assessment of the project: _____

   _____

   Are there alternative services you would prefer? _____

   _____

   In addition to the provision of alternative services described above, what suggestions would you make to improve the current project?

   _____

   _____

6. How many students have you referred/serviced since September, 1971? _____ pupils

7. How many of those you referred were not accepted? _____ pupils

   List the reasons given you for the non-acceptance: _____

   _____

   _____

8. How were you introduced/informed to the above stated project?

_____ by the school administration

_____ by the counselor or other support service personnel

_____ other: _____

9. If the project continues at your school, do you plan to utilize its services next year?

_____ Yes _____ No If yes, to what extent? ___same ___more ___less

If no, why?_____

10. Do you desire to be interviewed regarding this evaluation? Yes _____ No _____

If yes, specify your best day of the week _____

Your best time of day _____ Location _____

Please make any additional comment or suggestion regarding this project:

OBSERVER TASKS:

1. Get all information - Teacher's name, room number, period, time, equipment (checklists, paper, pencils.) Get there at least 15 minutes early.

2. Introduce self to teacher - explain that you will be one of her students and that you are to be given instructions and directions for classroom functioning similar to the pupils in her class
   - ask for materials to use
   - listen to teacher for directions
   - do **not** ask teacher for objectives or tasks - just ask what you must do (if you were a pupil needing remedial help)

3. Go through the motions of the instructional tasks as assigned by the teacher

4. Answer all questions on your checklist - use _____ code

5. Interview at least 2 students - answer same questions on checklist - use _____code

6. Inquire about field trips (optional) - how often? good? fun? learn anything?

   Inquire about equipment (instructional such as tape recorders, etc.) - how often do you use it? etc.

7. Interview teacher (be sure teacher <u>is not</u> interviewed before steps 3 to 6 above)

8. Observe equipment out in the classroom
   Ask the teacher if there are other equipment in addition to those on display in class
   Are equipment and materials accessible? easily seen and can be used by student? non-accessible. i.e. stored in closets? locked up where the student is not in eye range of the equipment or materials?

9. Check student attendance

Appendix F-1

Observer:

Date:
Time:

Classroom Observation Checklist

School:

Teacher: Rm. no.: Period:

Activity:
(circle) - Class - Small Group - Independent

*Observer plays student, code (✓).
*Observer interviews student in class, code (X).

1. List Objectives or Specific Tasks for today:

Observer Responses	Students	Teacher

		Yes	No	Don't Know	Comments
2.	Were the objectives or specific tasks clearly defined in the beginning?				
3.	Did you know how to go about achieving the tasks?				
4.	Did you know when you did or didn't successfully achieve the tasks?				
5.	Did you complete the task with success?				
6.	Were you recognized in any way?				
7.	Could you continue or begin a new task without asking the teacher?				
8.	Are you doing the same thing as the other students in the class?				
9.	Are you all using different materials?				
10.	Is the class using the same materials but on different sections or pages?				
11..	Are the learning materials out and easily accessible to you?				

*CKI '72 F: 100-1

Additional Questions to Students:

1. What types of field trips have you participated in this year?

2. How often do you use the equipment every week?(3,4,5 times?)

Interview with the Teacher:

1. What were the objectives or specific tasks for the period or activity? (Fill in response on page 1, question 1)

2. How do you know if the student has achieved the task or not?

3. Does each student know if he has achieved it or not?

   _____Yes _____No

4. If he is successful, is he recognized in any way?

   _____Yes _____No How? _____

5. Can the student continue and start a new task without your aid?

6. List 3 major instances of how you individualize your program.
   1.
   2.
   3.

Equipment Checklist:

	accessible	inaccessible	No. of times used
1. _____ listening stations			
2. _____ carrels			
3. _____ tape cassettes			
4. _____ language master			
5. _____ overhead projector			
6. _____ individual filmstrip viewer			
7. _____ previewer			
8. Others:			

Attendance Check:

1. Number of students supposed to be present: _____
   (From today's attendance list)

2. Number of students in class: _____

3. Number of students unaccountable for: _____

Appendix G

Procedure for Individual Incidence Reports - Activity Groups

1. Secure following information from Janet or Carol:

   a. Name of school.

   b. Names of counselors and teachers involved.

   c. Type of activity at the school.

   d. Time activity takes place.

   e. Number of students involved in the activity.

2. Make arrangements with Janet or Carol to visit counselor of the school. The Purpose of this is to introduce you to him or her.

3. Get list of names of those students participating in the program and randomly pick 5 students and list them on report sheet.

4. Make arrangements to talk to counselor.
   a. Find out:

      1) Why these five were referred to the activity program.
      2) Then track down if they improved in accordance to the reason that they were referred.

   b. This should <u>first</u> be through the counselor, then through the teachers if necessary.

   c. Examples:

      Jim Ohelo: Last quarter 5 fights.

      Evaluation: This quarter 1 fight.
      (contacted: counselor)

      Sally Sato: Poor attendance; 20 last quarter.

      Evaluation: 2 days absent this quarter.
      (contacted: teacher)

   d. Get as much specific data in relation to the child's problem. For instance, if the child had an attendance problem, get the exact number of days he was absent. If possible do not generalize.

5. Fill in report sheet.

6. Return the form to Janet or Carol.

7. If there are any questions call J net at _____ or call Carol at 737-5454.

Observer:

Individual Incidence Report

1. School:
2. Counselor:

3.

Type of Activity	Time Held	Teacher	No. of Students

4.

Name of Student	Behavior Problem	Evaluation	Who Contacted
1.			
2.			
3.			
4.			
5.			

5. One paragraph summary of the type of the type of activity at the school.

ATTENDANCE DATA

SCHOOL _____ DISTRICT _____

PROJECT _____

PROJECT TEACHER OR COUNSELOR OR LEADER: _____

NAME OF PUPIL PARTICIPATING IN ABOVE PROJECT	Number of unexcused ABSENCES		(check one)		
	1st Sems. Fall '70	1st Sems. Fall '71	increase	decrease	same
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Name of Person Interviewed:
School:
Relationship to Title I project:

Observer:
Time:

Teacher Interview Form

1. What are the major problems of this Title I project that concern you? Why?

2. What are the specific strengths of the project:

3. What specific improvements have you noted among students participating in this project?

4. How can the school rearrange its program to accommodate their students if Title I was discontinued?

5. Are there many other, non-qualifying students who can benefit from this type of program?

6. What will happen to their problem (students) when Title I is curtailed?

7. Further questions and comments.

Appendix K

Name _____ Circle one: Boy Girl

School _____ Grade _____ Age _____

Camp Questionnaire

Please circle your answer to each question:

1. Was this the first time you have ever gone on an overnight camping trip?

Yes No

2. Would you like to go on another camping trip?

Yes No Not Sure

3. How much have you learned about the outdoors on this trip?

Very much Quite a Bit Not Much Nothing

4. Do you think this camping trip has made school more fun?

Yes No Not Sure

5. Do you think other kids should have a chance to go to camp?

Yes No Not Sure

6. Which of these would you like to do best of all?

Go to camp Go to school Stay home

7. Which of these would you like to do least of all?

Go to camp Go to school Stay home

8. Write a sentence or two about the best part of the trip.

9. Did you like being with your friends from school on this trip?

Yes No Not Sure

10. Did you make new friends?

Yes No

11. Did you like having older kids as junior counselors?

Yes No Not Sure